



Roehampton  
University 

# **‘Role of Special Schools in Promoting Inclusive Education’**

***Exploring the Views of Teachers  
from  
Special and Mainstream Schools in Czech Republic’***

European Master/Magister  
In  
Special Education Needs (MA SEN)

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This dissertation is submitted in partial fulfillment of the degree of  
MA (Special Education Needs)

By

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## DECLARATION

I, hereby, declare that this dissertation work 'Role of Special Schools in Promoting Inclusive Education: Exploring the Views of Teachers from Special and Mainstream Schools in Czech Republic' is originally done by me under the supervision of my guide. Further, I have written this report by using various resources and references listed in bibliography. This dissertation is submitted in part fulfillment of the requirement for the Master of Arts (Special Education Needs) degree at Charles University, Prague.

Personally, I feel that this is a useful piece of work in the field of special education and can be used by professionals and students community for academic and research purposes. Thanks!

DATE: 31.07.06



PRAMOD KUMAR GUPTA

## ABSTRACT

World of education for disable children is constantly changing. Special schools have to change according to the demand of its clients or the environmental factors. Inclusion is seen as a right and inclusive education has become a compulsion in the field of special education. Irrespective of disability, a child with disability has the same rights to education as any other child in his/her age. Many declarations, decades and policy papers have fueled this drive world over and have been showing the direction for policy makers and practitioners.

This study explores and highlights the importance of inclusive education and role of special schools in promoting it. The research focus has been to investigate various roles for special schools, so that they can meet some of the challenges of inclusive education. The purpose of the research was for me to develop an understanding and knowledge about this growing phenomenon of inclusive education, its challenges and how special schools can contribute to make it effective.

The literature review examines theories and concepts of inclusive education and evolution of special education. It is mainly focused on Indian response to it inclusive education, effect of medical/social models on special education and international movement towards inclusive education with special focus on the UK, the Netherlands and Czech Republic. This is because of the location of my study; I could look deeper into the system of education of these three countries and can learn some more lessons from my practical experience.

The research methodology describes the process of arriving at a mix research approach. An outline is provided of the planning and implementation of the research techniques, which includes the use of survey questionnaires. There were two different groups of respondents; first group was teachers from mainstream schools and other was teachers from special schools. Following this, the actual research is carried out to investigate and explore their views about what are the challenges of inclusive education and how special schools can play an effective role in promoting inclusive education.

The analysis, conclusion and evaluation give a detailed discussion and presentation of the findings from the study. This is again evaluated in the context of the literature review. There are many challenges to inclusion shown in the study like; teachers attitude, use of appropriate teaching methods, peer group interaction between disabled and non disable children and assessment of children with disabilities.

Finally, the evaluation and conclusion places the research in context and explains the outcome of the study. It shows that special schools can play many roles being from expertise centres for multi handicapped children to resource cum training centres for mainstream schools teachers. The results of this exploratory research can be useful for professional community in the field of special education. It certainly helped me in developing my own ideas and clarifying some unanswered questions.

Faculty of Education, Charles University) in general for all the help and Dr. Marie along with Dr. Eva Šimádová in particular for putting their time and arranging the school visits to collect data for my study. Special thank to Mary and Mrs. Maryšková for taking personal interest in locating and giving back that difficult task.

My deep thanks go to Věra for organizing schools that were so helpful in meeting in Šarpska with such a short notice. I will always be grateful for making a superb and wonderful learning experience. Thank you very much to all the school management and teachers for allowing me to conduct a research in my data collection process. I would also like to thank Mrs. Marie for her help, my Czech language teacher, for cooperation and for her instruction in preparing the questionnaire.

My deepest thanks also go to all my colleagues who were with me through a period of unemployment. Special thanks go to my wife, Jitka, for her love, support, and encouragement. I am grateful to her for her love, support, and encouragement. I am grateful to her for her love, support, and encouragement. I am grateful to her for her love, support, and encouragement.

Most important, I thank the researcher, I am grateful to her for the support, and for the trust. Without her I would not have been able to do this job.

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My deep gratitude to Ing. Ivo Vykydal for organizing schools visit and parents meeting in Sumperk with such a short notice. I will always be indebt to him for making Sumperk visit a wonderful and learning experience. Thank you to different mainstream and special schools management and teachers for allowing me and cooperating with me in my data collection process. I would also like to thank Ms. Marcela Zebrakovska, our Czech language teacher, for cooperation and putting her tireless effort in translating the questionnaires.

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Thank you all.

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## Chapter One – Introduction

### 1.1 INTRODUCTION

*“The achievements of the past leave no impression for they are never enough” Stevens (1976).*

This world is changing very fast and we have to adapt to new situations. In his seminal work ‘Future Shock’, Toffler<sup>1</sup> (1984) very rightly put it, “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn”. One has to adapt to new situations to keep oneself abreast with the latest development. This situation demands a new role of life long learner, where person has to be ready to learn new things, unlearn those obsolete ideas which are no more useful and relearn the new found realities. Field of special education is no exception. The introduction of education of children with disabilities can be traced back to the dawn of 19th century (Hallahan & Kauffman 1991). Since then, it has been experiencing tremendous changes around the world. There was a time when special education was considered to be the sole right of special education institutions. In recent times, such institutions are being criticized for their style of functioning in segregated environment (Hunt 1996; Finkelstein 1993; UNESCO 2003).

In India, Education of children with disabilities was started by Christian missionaries in late 19<sup>th</sup> century (Mani 2001). It has also been experiencing many challenges and biggest of them is ‘how to reach out to all children with disabilities’ to meet the target of ‘Education for All’ (Ministry of HRD<sup>2</sup> 2003). Being a signatory to ‘Salamanka statement and framework for action on special needs education’ (UNESCO, 2005), Indian Government has been very proactive in promoting the concept of Inclusive Education and Inclusive Society through its policies and practices for many years (NCPEDP<sup>3</sup> 2006; Ministry of HRD 2003). India already has three different laws concerning disability (Ministry of SJE<sup>4</sup> 2006). ‘Persons with Disabilities (Equal Opportunity, Protection of Rights and Full Participation) Act, known as PWD Act’95, is very comprehensive in nature and emphasises on mainstreaming the persons with disabilities (Universal 2005). *National Trust Act*<sup>5</sup> (2000) and *RCI Act*<sup>6</sup> (1992) are also playing a crucial role and

<sup>1</sup> Toffler, A. quoted in ‘The Quotation Page’ at URL <http://www.quotationspage.com/quote/1407.html>

<sup>2</sup> Ministry of Human Resource Development, Government of India.

<sup>3</sup> National Centre for Promotion of Employment for Disabled People (N.C.P.E.D.P.) is a national level NGO in India dedicated to the cause of disability.

<sup>4</sup> Ministry of Social justice and empowerment, Government of India.

<sup>5</sup> National Trust for the welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (2000).

promoting community based approach in rehabilitating people with disabilities (Ministry of SJE 2006). Recently, Indian parliament has passed the 86<sup>th</sup> amendment, which accepts 'Education as a fundamental right' of every child irrespective of any difficulty/disability (Ministry of HRD 2003).

Six years before, when I started working as researcher in disability field, there were many questions and doubts in my mind about the education of children with disabilities like, 'what is their educational status in the community'; 'how to teach a child with disability'; 'how do the children with disabilities learn' etc. There were more than 3000 special schools in the country dedicated to the education and training of children with disabilities (Mani 2001). Those schools, as I thought, were the temple of learning and only hope for educating such children. Parallel to this, the Indian government had also been running a programme called 'Integrated Education for Disabled Children (IEDC)' since 1974, which put emphasis on educating children with disabilities in mainstream schools; however a little progress was made in that direction (Gupta 2001). During the year 1999, I got the opportunity to conduct a research regarding the educational status of children with disabilities in Gujarat state (Gupta 2000)<sup>7</sup>. Results from the research and my close contacts with professionals & special educators left a deep impact on my professional outlook and ideology. Facts which changed my concepts of special education, and made me a great supporter of inclusive education, were as follows (and which are still true to great extent) -

- Estimated population of children with disabilities was about 20 million
- More than 80 % children with disabilities were living in rural areas
- Mild and moderate cases are more in number than severe and profound cases
- Most of the special schools are urban based
- Less than 10% of children with disabilities having access to any kind of education
- Special schools are very less in numbers compared to the population of children with disabilities
- No system of early identification of children with disabilities which reduces the chance of education
- Even if admitted in the schools, these children drop out from the system in absence of appropriate educational environment (Mani 2003; Gupta 2000)

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<sup>6</sup> Rehabilitation council of India (RCI) is a statutory body under Ministry of Social Justice and Empowerment, Government of India. It deals with manpower development in disability field

<sup>7</sup> Gujarat is one of the states in India located in western side of the country. Unicef sponsored a project 'status of children with Special Education Needs in the state of Gujarat' during 1999-2000, in which I worked as research officer.

After finishing the research assignment, I shifted to Integrated Education for Disabled Children (IEDC) programme as education manger. IEDC scheme had many good provisions; however it was lacking the support mechanism (Ministry of HRD 2003; Gupta 2001). So, on one side I had greater flexibility of implementing the programme; but there were many challenges at another side like; 'from where to start', 'how to get support from mainstream schools', 'how to motivate teachers in mainstream class' and so on. I accepted the challenge with support from my staff and management. We started admitting children with different disabilities<sup>8</sup> in mainstream schools within the community (Department of Education 2006, Universal 2005). During the programme implementation, we realized that there were many practical difficulties in proper implementation like; lack of resources, lack of trained manpower, attitudes of mainstream school teachers, cooperation from mainstream schools management, willingness and support from parents of children with disabilities, proper mechanism and structure for implementation of the programme, to name a few (Gupta 2001).

To create greater opportunity for children with disabilities in mainstream schools, we started working towards removing or reducing the impact of these above mentioned barriers by utilizing various strategies like; In service training programme for teachers of mainstream schools, Full time teachers training programmes to cater to the need of trained manpower, Parental training, Resource mobilization, Gathering support from health department for assessment of children with disabilities etc (Gupta 2001; Rawal 2004). This helped in proper implementation of IEDC scheme. It also increased effectiveness of the programme and we started getting results. Many of children with disabilities performed on par with their peers and some of them even outperformed their fellow beings in mainstream classes. We got more cooperation and children got more acceptance from school staff. Number of children in the Programme had increased manifold from 1784 (in 1999) to more than 30000 (in 2004) (Rawal 2004). One could see increased peer interaction and learning. Over and above children with disabilities became visible in the society. It also firmed my ideological base and I became a proponent of Inclusive Education.

## **1.2 STATEMENT OF THE PROBLEM**

The traditional role of special schools is to cater for the needs of a specific group of children with disabilities by educating and training them with specialized expertise and resources (Wikipedia 2006). These schools have a large pool of resources and concentration of expertise. In the majority of cases, children with disabilities stay at such schools and are isolated from their own families & the

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<sup>8</sup> Children with visual impairment, hearing impairment, cerebral palsy, mental retardation and orthopedic handicap as defined in Scheme of Integrated Education for Disabled Children manual and PWD act '95



community experiences (UNESCO, 2003). However, having a tradition of over a century, special schools are not able to fulfill their main aim of providing education to all children with disabilities (Mani 2001). In a December, 2000 document, the Canadian International Development Agency (CIDA) notes:

“The World Health Organization (WHO) estimates that only five per cent of disabled children in developing countries have access to support or services of any kind, and that less than two per cent attend school. Physical and attitudinal barriers often prevent families and communities from providing these children with the same opportunities that non-disabled children have” (CIDA 2000).

India is no exception in this regards. Less than 10% of children with disabilities are able to access of some kind of education (Ministry of HRD 2003). Special schools are very less in numbers compared to the population and based in urban areas; so cannot serve majority of the children with disabilities who are living in rural areas. At the same time, standardised models of integration emphasise on serving 8 to 10 children with disabilities of the same category (Mani 2001; Department of Education 2006). This is an impractical approach, because most villages of the country are having different categories of children with disabilities. It is also a proven fact that the extent of disability in each category ranges from mild to severe and profound cases. The mild and moderate cases are more in number than the severe and profound cases. These mild and moderate cases depend on the general education system. Therefore, children with disabilities have to depend on mainstream school teacher(s) for education. This calls for the involvement of general education so that the children who are currently left out of schools or those who are at risk can be served’ (Mani 2003).

It is, therefore inevitable to look for new strategies to fulfill the demand of educating all. Dakar Framework for Action (Para 33) suggests that, “... In order to attract and retain children from marginalized and excluded groups, education system should respond flexibly... Education system must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners...” (UNESCO 2003). Inclusive education addresses this problem and makes it possible by enabling education system to cater to the needs of all children. Thus inclusion becomes a compulsion rather than a choice in the given context (Mani 2001).

### **1.2.1 SPECIAL SCHOOL: SEARCHING FOR NEW IDENTITY**

One of the fundamental principal of economics says, ‘Supply’ is always governed by ‘Demand’. Traditionally, the role of special schools has been to provide specialist teaching, support and facilities to meet the needs of pupils who attend

their schools (Wikipedia 2006). The context in which they operate has, however, changed in past few decades like -

- Increased number of multi-handicapped children,
- Disabled population ratio is changed over the time
- New technological development
- Complex needs of pupils, family and society
- Development of inclusive education movement (DfES 2000).

Thus, role of special schools should reflect this changing context. Special schools have to shift from their traditional roles to adapt to new demands.

While working with IEDC programme in India, I found that policies related to people with disabilities are changing in accordance with the international perspectives and so the practices (Ministry of HRD 2003). But one important sector is not really included in making inclusion a reality. Having a large number of professional and material resources, role of special schools becomes very critical in making inclusion a reality. Special education scenario is very positive, however, a big pool of professionals is still in a dilemmatic situation. Special schools are having a long tradition and professional background in the area of special education; however, they are the distant spectators in current situation. Many a time, I discussed with the professionals from special institutions and found that they are very apprehensive about the development. They feel insecure about their future as they don't know their future roles in Inclusive education system. They have appropriate knowledge and expertise but not sure how to use it. They are standing at the cross roads and watching the development very carefully. Ainscow gives voice to their concern,

“If the commitment to inclusion is to be turned in to action, then it must permeate all of the frameworks and processes that are involved, including target setting and ensuring a positive role for special schools and services in supporting the deep changes in attitudes and practices required” (Ainscow 1999 cited in Cambridgeshire County Council 2001).

What Ainscow is trying to convey is that the role of special schools is very important in promoting inclusive education and making inclusion a reality. However, it is still not clear to me of how special schools can be partner in this movement and make education for all a reality. So, I would like to explore the topic written bellow as my dissertation work –

*‘Role of Special schools in promoting inclusive education: Exploring the views of teachers from special and mainstream schools in Czech Republic’*



### **1.3 MY MOTIVATION FOR UNDERTAKING THIS RESEARCH STUDY**

“Sometimes the idea comes from your own direct experience or observation. Or it may arise from discussion with others about what would be timely and useful...” says Robson (Robson, 2005: 47). While working in India, I was dealing with both special schools and mainstream schools. I feel that special schools are having pool of resources whereas mainstream schools are accessible for all. It’s true that inclusive education is a must to realize the goal of ‘Education for All’. At the same time, regular schools are lacking many requirements necessary for educating all children with different abilities. Special schools, on the other hand, are well equipped with resources and can fulfill such requirements; however, they are limited in numbers and not easily available. If we can bridge the gap between the two, it would be possible to realize the goal of EFA.

After coming to Europe, I found that inclusion and inclusive education is getting momentum. In reality, the member countries of OECD are at different stages in their development towards inclusion (OECD<sup>9</sup> 1999: 17). In the United Kingdom, the government is either closing down the special schools or making them expertise centres (Smith and Ford 2006; DfES 2000). While I was in the Netherlands, I saw that special schools are joining hands with mainstream schools and sharing their expertise to make inclusion effective (European Agency for Development in Special Needs Education 2006). Czech Republic is also having a long tradition of special education and now moving towards that direction to meet the criteria set by European Union and to join hands with fellow European countries. However, unlike other European countries, inclusive education in Czech Republic is a recent concept (Ministry of education, youth and sports 2004; Eurydice 2006). Being a member of European Union, Czech government is developing policies on and encouraging practices of inclusion (Eurydice 2006). Personally I feel that this is an appropriate environment to explore such research study. It would be a great opportunity for me to look at three different European countries’ special education systems and to further develop my ideas on inclusive education. It would also be helpful to me in playing my role effectively in future after returning back to my country. It will certainly satisfy some of my unanswered questions about inclusive education and role of special schools.

### **1.4 STRUCTURE OF THE STUDY**

The purpose of this research is therefore for me to develop an understanding and knowledge about what roles special schools can play in promoting inclusive education. Outline of this research study is as follows-

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<sup>9</sup> Organisation for Economic Co-operation and Development

Books are the treasure of knowledge. Before going for first hand experience, it is always better to look for the possible answers in the work previously done by professionals from the field. Hence, chapter two would be a journey to search for relevant literature to explore views of experts. It covers the clarification of the key objectives, a review of Indian and international literature concerning about special schools, inclusive education, role of special schools, international declarations and Indian perspectives on special schools and inclusive education in contrast with international perspectives. This would be helpful in getting new insight about the problem and making it more focused.

Any scientific study requires a well structured plan with clear mindset and justification for preferred methodology for the study. Chapter three would be explaining this all by detailing about preferred methods, sample size, instrument for data collection, ethical consideration and time line of the study.

After actual data collection, it is time to look in to it. Chapter four contains findings of the research and the analysis of these findings. I will describe and critically reflect on the data with graphical representation.

The deeper one goes, the better insight one gets. Chapter five will be evaluating results generated from analysis in the context of literature review and objective of this study.

Chapter six will contain recommendations for future, my personal reflection and conclusion from the study.

## *Chapter two – Review of Literature*

### **2.1 INTRODUCTION**

Wherever you have questions, don't keep them but try to search for possible answers and research provides opportunity to us to do it in a systematic and scientific manner to ascertain or uncover facts (Webster 2001). Literally speaking 'Re – SEARCH', as the name suggests, is searching again and again for the possible answers. In previous chapter, I described one of the challenges in the field of special education. Special schools have been playing a critical role in educating children with disabilities for many decades. For last few years, they have been facing many challenges. There are many unanswered questions. One of them is, 'what roles special schools can play in the given context of inclusive education'.

Education of children with disabilities is always considered as a challenge. Stevens very rightly gives voice to it-

'When we consider education for normal children we usually have some ideas about the roles they will play in the community as adults; the jobs they might do; the kind of lines they will lead. Broadly speaking this often enables educators to see more clearly the part they have to play in the whole educational process. When we come to consider the growth from birth to maturity of those who are severely subnormal we have no such picture. Their education therefore presents us with a problem, for we are not leading them through to adulthood with any certainty that they will ever play a completely independent adult part in the community' (Stevens 1976: 19).

This very notion of uncertainty pushes us towards making special provisions for this community. Whether or not children with disabilities should be educated in segregated schools remains a contentious issue. However, segregated provisions reduce the opportunities of community interaction, which ultimately becomes a great hindrance in inclusion of people with disabilities. Barnes too shows his concern with following words-

'Some would claim that these schools are a form of positive action as they are better placed to give disabled children the intensive tuition they need, and therefore 'a better start in life' (Simpson, 1990). There is relatively little evidence to support this view. Segregated or special schools are a fundamental part of the discriminatory process, not simply because they create and perpetuate artificial barriers between disabled children and their able-bodied peers, but also because they

## *Chapter two – Review of Literature*

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reinforce traditional individualistic medical perceptions of disability, and generally fail to provide their pupils with either an adequate education or the skills necessary for adulthood' (Barnes 1991).

A child with disability has the same rights as any other child in her environment. Every student with disability is entitled to an appropriate education in the least restrictive environment (LRE). The LRE mandate requires that all educations of students with disabilities should be with their non-disabled peers to the greatest extent possible (UNESCO 2005). The LRE requirement is intended to prevent unnecessary segregation of children with disabilities. Inclusion has become a movement world over and special schools are searching for new roles to play in this context (UNESCO 2003; UNESCO 2005). They have to respond to the demand, so that they can survive and contribute to the field of special education. In this chapter I will address this issue by explaining the key research objectives and exploring the relevant literature to get insight and some possible answers to the problem.

## 2.2 CLARIFICATION OF KEY OBJECTIVES

Before going to the key objectives of my research study, it is perhaps necessary to explain the frequently used terms; 'Impairment' and 'Disability'. There is no single agreed definition of the term 'disability'. I am in agreement with what Oliver says in his article-

'.... In our view, it is society which disables physically impaired people. Disability is something imposed on top of our impairments by the way we are unnecessarily isolated and excluded from full participation in society. Disabled people are therefore an oppressed group in society. To understand this it is necessary to grasp the distinction between the physical impairment and the social situation, called 'disability', of people with such impairment. Thus we define impairment as lacking all or part of a limb, or having a defective limb, organism or mechanism of the body and disability as the disadvantage or restriction of activity caused by a contemporary social organisation which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities' (Oliver 1996 cited in Shakespeare 2002).

Strictly speaking, impairment refers to an actual physical loss or reduction of functioning of a particular organ in an individual, e.g. loss of vision, hearing, movement, speech, or ability to learn. Disability, on the other hand, refers to the way in which an individual with impairment is restricted by the society through



physical barriers, discrimination, exclusion etc. The term 'disability' is often used interchangeably with the less common term 'impairment', particularly outside the UK (European Disability Forum 2002). Even in this study, various quotes use the term 'disability' when referring to impairment. Particularly, in Indian context, I experienced that professionals and even policy documents use different terms (Universal 2005; Ministry of HRD 2003; Mani 2001; Ministry of SJE 2006; Gupta 2000). Personally, I feel that it is important not to impose definitions developed in the 'North' on countries in the South. But the important thing is to understand the underlying concepts, and not to be worried by the language. In my study I would be using the terms 'children with disability' as it is commonly understood by the professional community across the world.

### **2.2.1 SPECIAL SCHOOL: CONCEPT AND HISTORICAL DEVELOPMENT**

Children with disabilities have always been part of our communities. In the past, 'special' education was provided to individual children on a one to one basis or in small groups (Wikipedia 2006). As formal education became established, welfare or religious groups for the care of children with disabilities often became involved in their education. Government provision of special education services generally followed after voluntary groups had shown what could be done (OECD 1999). Special education evolved as a separate system of education for children with disabilities outside the 'mainstream', based on the assumption that these children had needs which could not be addressed within mainstream schools. Special education exists all over the world in the form of day or boarding schools, and small units attached to mainstream schools (Mani 2001; Miles 2002). Special education is described as an educational alternative that focuses on the teaching of students having special academic, behavioral, health, or physical needs that cannot sufficiently be met using traditional educational programmes or techniques. The political, economic and social pressures in each country have led to a different form of Special Education, with different sets of policies and practices. "Special education is conceived differently in different parts of the world and practice varies accordingly. The familiar variation in the use made of special schools is just one example of the diversity that characterizes special educational provision globally", say Pijl et al (Pijl, Meijer, and Hegarty 1997: xi).

These schools generally offer smaller class sizes with lower teacher-student ratios, special curricula, and a more flexible program of study than a traditional school. The major goal of a special school is to provide opportunities for the students not succeeding in the traditional classroom setting to obtain academic credit, career exploration activities, vocational work experience etc. This is done through various methods aimed at helping and encouraging students with special needs. Many of the methods utilized attempt to provide a competency-based, self-paced

program with clear quantifiable objectives. Instructions are provided in a variety of ways best suited to the individual student's needs (Miles 2002).

Special schools are usually organised according to impairment categories such as schools for blind, deaf, mental retarded, orthopedic handicap and multi-handicap. Separate education for children with disabilities has resulted in separate cultures and identities of people with disabilities. It also isolates them from their homes and communities. 'Specialist' teachers are also divided into categories. They have additional training or experience in the specialist areas like Braille, Sign Language, etc (Mani 2001; Miles 2002). But it started shifting from excessive specialist focus as Rathvon points out:

'As special education delivery systems shift from a refer-test-place to a refer-consult-intervene paradigm, the number of placements available to serve these children is being drastically reduced. Moreover, with the growth of the Regular Education Initiative (REI) movement, which emphasizes educating mildly disabled children in the mainstream, children previously placed in special education are returning to the regular classroom' (Rathvon 1999: vii).

Professionals, parents and disabled themselves started questioning and criticizing this system of education. As Rathvon says, "... an accumulating body of research is questioning the effectiveness of the special education programmes that were designed to help them... Criticism of traditional special education delivery systems has focused on 5 major problems: (1) a lengthy, costly, and unreliable referral, diagnosis, and placement process; (2) the over-identification and mis-identification of students; (3) limited positive outcomes for students; (4) lack of meaningful assistance for teachers; and (5) an internal deficit approach to student problems" (Rathvon 1999: 2).

### **2.2.2 INCLUSIVE EDUCATION: CONCEPT AND DEVELOPMENT**

From the previous discussion, we can see a clear shift from educating children with disabilities in special schools. If we look at the priority needs of children with disabilities, we can say that they are basic, not special. Children with disabilities need food, shelter, love and affection, protection, and education (Miles 2002). Segregation of a child with disability from community experience is artificial. A child with disability is very much part of her society and interacting all the time with different components of society to meet his/her needs. This relationship is explained in the diagram presented by Blacher (1984).

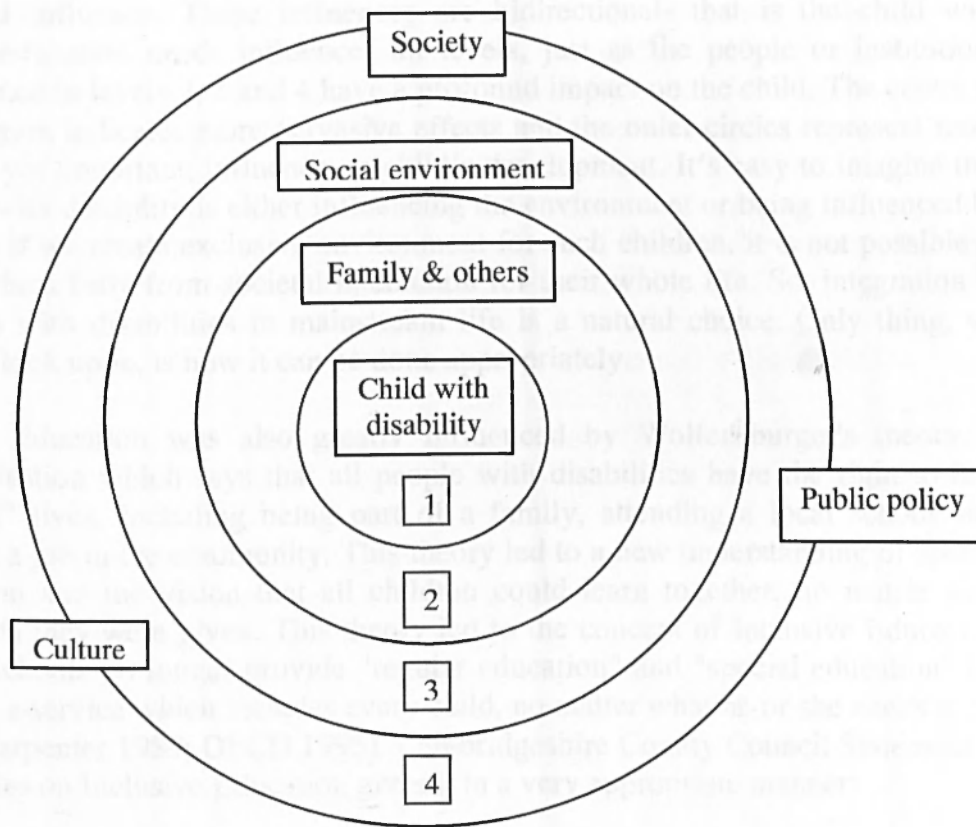


Figure 2.1: Model representing the bidirectional levels of influence of child with disability in the community (adapted from Blacher, 1984)

The simple model presented by Blacher (1984) shows four widening concentric circles surrounding the individual child with disabilities. The first circle represents specific characteristics of the child (e.g., sensory or motor capabilities) as well as general characteristics that are more likely to affect the relationship with his or her parents (e.g. dependency needs , temperament etc.). These characteristics can, in most instances, be directly assessed. The other level or circle represents the child's caretaker (usually the mother), and family. It shows how do child characteristics influence maternal/ family attitude towards or maternal/ family competence in dealing with the child and vice versa? The third concentric circle includes the broader social environment of the child and family, such as the child's teacher; professionals who interact with the family concerning the child's impairments, and the social supports available to the family. The forth circle represents a broad focus on society in general, culture, and public policy. Policy related to schooling, its effect on the children with disabilities and their families, etc. are covered in this area (Blacher 1984).

Moving from inner to the outer circle, one can see that effects become less specific and more difficult to measures. Nonetheless, each circle or level represents a



powerful influence. These influences are bidirectional- that is the child with special education needs influences all levels, just as the people or institutions represented in levels 2, 3 and 4 have a profound impact on the child. The centre of the diagram indicates more pervasive effects and the outer circles represent more diffuse, yet important, influence on child's development. It's easy to imagine that a child with disability is either influencing the environment or being influenced by it. Even if we create exclusive environment for such children, it is not possible to isolate them fully from societal interaction for their whole life. So, integration of children with disabilities in mainstream life is a natural choice. Only thing, we have to look upon, is how it can be done appropriately.

Special Education was also greatly influenced by Wolfensburger's theory of Normalisation which says that all people with disabilities have the right to lead "normal" lives, including being part of a family, attending a local school, and holding a job in the community. This theory led to a new understanding of special education and the vision that all children could learn together, no matter what diagnosis they were given. This theory led to the concept of Inclusive Education, where schools no longer provide "regular education" and "special education" but provide a service which includes every child, no matter what he or she needs at the time (Carpenter 1989; OECD 1995). Cambridgeshire County Council Statement of Principles on Inclusive Education gives it in a very appropriate manner:

'Inclusive practice arises from a philosophy which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community, and giving each and every member a valued role... The goal of inclusion is not to erase differences, but to enable all students to flourish within an educational community that validates and values their individuality' (Cambridgeshire County Council 2001).

Ministry of HRD policy document further traces the development of inclusive education. It is mentioned that The concept of integrating children with special needs with in regular schools was introduced in many countries in 1960's. 1970's witnessed new initiatives in the area of integrated education, with awareness and services for children with special education needs becoming more accessible. Further thrust was given to this sector when the UN General Assembly declared 1981 as the International Year of Disabled Persons, with equalisation of opportunities and full participation of the disabled being the main goals. Subsequently, 1983-1992 was proclaimed as the Decade of the Disabled by UN. In this decade, UN standard rules on equalisation of opportunities for persons with disabilities were framed in which education of children with special education needs in regular schools along with appropriate services was emphasized. This

Decade also became memorable as the World Conference on EFA was held in March, 1990, which affirmed the ultimate goal of meeting the basic learning of all children, youth and adults. This Decade was followed by the UN-ESCAP Decade of Disabled Persons from 1993-2002. During the this Decade, the Government of Spain in cooperation with UNESCO organized the World Conference on Special Needs Education in Salamanca in June 1994, which caste responsibility on the general school system to find ways of successfully educating all children, including those who have serious disabilities (Ministry of HRD 2003).

***Concept of Inclusive education:*** It is a process of increasing the participation of all students in schools, including those with disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. Inclusive education has the following characteristics; it-

- Acknowledges that all children can learn
- Acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status, etc
- Enables education structures, systems and methodologies to meet the needs of all children
- Is part of a wider strategy to promote an inclusive society
- Is a dynamic process that is constantly evolving (Miles 2002).

***Inclusive education differs from other approaches:*** Inclusive education is different from special education, which takes a variety of forms including special schools, small units, and the integration of individual children with specialised support. Many people use integration and inclusion interchangeably; however, there is a basic difference in both the philosophies. Integrated education is about disabled children going to mainstream schools, where the focus is on attendance rates. On the other side, Inclusive education is about disabled children learning effectively once they are in mainstream schools, means the focus is on quality of learning. In integrated education the child with disability is seen as a problem, whereas in inclusive education the system is expected to change, not the child (Miles 2002). It is clarified in OECD document:

“It is not simply a question of a change in terminology. Inclusion goes beyond the integrative idea of assimilating children with disabilities into the existing ordinary school system but it requires instead, changes to the school system itself which, iner alia, involve alterations in educationists’ perceptions of children’s being, some re-thinking of the purpose of education and a reforming of the system generally, all of which needs consideration in the development of “schools for tomorrow” (OECD 1999: 22).

Mani gives a schematic presentation of ideological difference between concepts of special school, integrated school and inclusive school. He says, "In special school concept, the special education component is APART from the general education system, whereas in integrated approach, it is A PART of the general education. Inclusive education goes one step further. In this approach, the special education is an INTEGRAL PART of the general education system" (Mani, 2003).

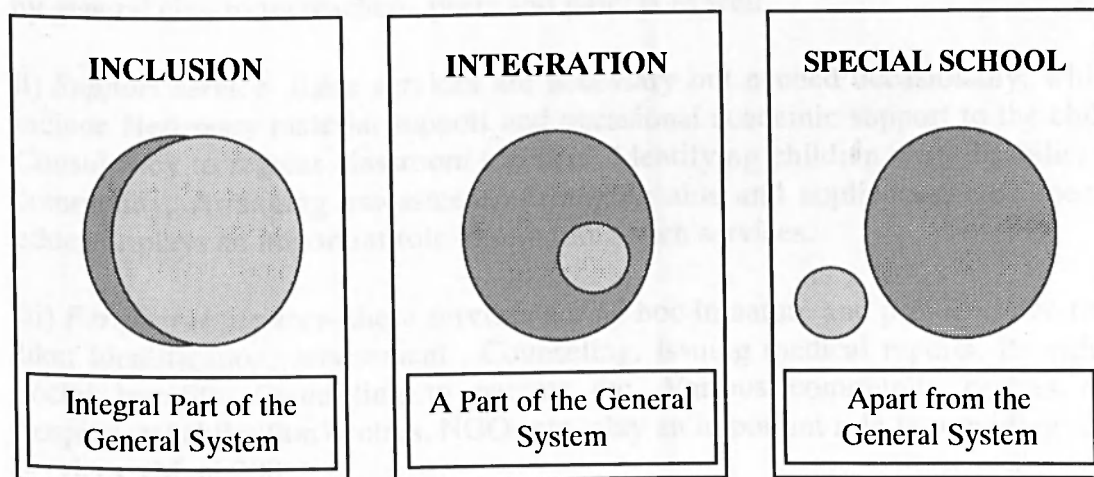


Figure - 2.2: Ideological differences between Inclusion, Integration and Special school approach of educating children with disabilities (Mani 2003)

**Benefits of inclusion:** Inclusive education not only benefits the child with disability, but also the society too. There are many benefits of inclusion. Inclusive Education-

- Considers education of children with disabilities as right
- Can help to break the cycle of poverty and exclusion
- Enables disabled children to stay with their families and communities
- Can improve the quality of education for all
- Can act as a catalyst for change in educational practice
- Can help overcome discrimination
- Creates greater equality of opportunities for all members of society
- Values all students and staff equally
- Helps restructuring the cultures, policies and practices in schools so that they can respond to the diversity of students in the locality
- Reduces barriers to learning and participation for all students
- Views the differences between students as resources to support learning rather than as problems to be overcome (Centre for studies on Inclusive Education 2006).

**Types of services provided in inclusive education:** There are three types of services provided in inclusive education settings, which are as follows-

- i) *Essential services*- these are basic services necessary for educational development of child with disabilities; which include Planning instructional strategies, Teaching content, Checking home assignments, Conducting examinations, Facilitating child-to-child learning etc. These services are provided by general classroom teachers, peers and parents as well.
- ii) *Support service*- these services are necessary but needed occasionally; which include Necessary material support and occasional academic support to the child, Consultancy to regular classroom teachers, Identifying children with disability in community, Arranging assessment, Arranging aids and appliances, etc. Special educator plays an important role in providing such services.
- iii) *Peripheral services*- these services are ad hoc in nature and provided one time like; Identification, Assessment , Counseling, Issuing medical reports, Providing social benefits, Counseling to parents etc. Various community centres e.g. hospital, rehabilitation centres, NGOs etc. play an important role in providing such services. (Mani 2001)

### **2.3 MEDICAL V/S SOCIAL MODEL OF DISABILITY AND THEIR IMPLICATIONS FOR SPECIAL EDUCATION**

Thoughts change over the time. Field of disability was greatly influenced by the medical model and social model of disability, which has direct implications for special education. The purpose of this examination is to get further insight in to development and change of special education. Medical and social models of disability approach to disability in a totally different manner. Medical model looks at it as a problem within individual and try to correct it; whereas social model of disability takes outward look and perceives it as a result of interaction between individual and the environment. Medical model looks at deficiency in the person, where as social model interprets disability as the result of social and attitudinal barriers constructed by a world built for able bodied living (Hughes 1998).

The 'Individual Model' of disability incorporates both the charity and the medical models. It perceives disabled person as the problem, and does nothing to change society (EDF Policy Paper 2002). The medical model is based on scientific thinking about health and disease. The service provider, be it the physician or therapist, views the client as a person who is sick and needs treatment. The purpose is to cure the disease and to assist the patient in reaching a level of optimal functioning. The patient and the family again have limited choice. The advantage of this model is that it emphasises on the individual's health.

Oliver describes the fundamental problem with this model, "There are two fundamental points that need to be made about the individual model of disability. Firstly, it locates the 'problem' of disability within the individual and secondly it sees the causes of this problem as stemming from the functional limitations or psychological losses which are assumed to arise from disability. These two points are underpinned by what might be called 'the personal tragedy theory of disability'" (Oliver 1990). He elaborates it further:

'However, it's not just decisions that doctors make about disabled people that are questionable; it's also about what they do to them. The whole medical and rehabilitation enterprise is founded upon an ideology of normality and this has far reaching implications for treatment. Its aim is to restore the disabled person to normality, whatever that may mean. Where that is not possible, the basic aim is not abandoned; the goal is to restore the disabled person to a state that is as near normality as possible. So, surgical intervention and physical rehabilitation, whatever its costs in terms of the pain and suffering of disabled individuals, is always justified and justifiable...the ideology of normality rules' (Oliver 1990).

In the Social Model, disability is perceived as a relationship between the individual and society. It is not necessarily disability that handicaps a person, but the way in which they are treated by society (Disability Manifesto Group 1990). It is true that, "A Society which is good for disabled people is a better society for all" (Beckles 2004)). Look at pregnant women, old people, very young children, feeble people; they are equally in need of many of these provisions which are exclusively meant for people with disabilities. It is also consistent with the human rights approach. Key questions, in this model, are; 'what are the barriers that disabled people face, and keep them excluded from society?', 'How can these barriers be overcome?' etc. Social Model does not deny or exclude the need for appropriate rehabilitation and medical treatment, but it implies that the system should adapt to the person, not the person to the system. It emphasises that policy should reflect an understanding of disability as relationship between a person and the society, which discriminates, excludes and marginalizes them. It should focus on the barriers to participation and inclusion that disabled persons face, and state clearly the need for these to be prevented and removed (European Disability Forum 2002).

There was a paradigm shift which not only influenced the disability field in general but also professionals and educators in special education. It believes that it is not just an individual child's impairment which 'disables' him or her. The way in which society responds to a child's impairments is 'disabling', creating



discrimination and barriers to participation (including participation in education) (Miles 2002). So, there is a need for humanistic educational model which is based on several key principles like: respect for each individual because he/she is human, and because humans are capable of rational thought and self-control. Furthermore, each individual has the right to be different and live life according to his/her chosen personal style and unique needs. The relationship between the service provider and the client is based on a mutual dialogue between two equal autonomous individuals, namely a relationship of "You and me" (Reiter 2000)

## 2.4 INCLUSION: A RIGHT BASED APPROACH

‘Only the brave dare look upon the grey-  
Upon the things which cannot be explained easily,  
Upon the things which often engender mistakes,  
Upon the things whose cause cannot be understood,  
Upon the things we must accept and live with.

And therefore only the brave dare look upon difference without flinching’.  
(Richard H. Hungerford, “on Locusts” cited in Hallahan & Kauffman, 1991)

Inclusion means enabling pupils to participate in the life and work of mainstream institutions to the best of their abilities. It counts differences among all human beings as a natural thing, not a discriminatory factor. There was a paradigm shift in interpreting disability from individual tragedy to social problem. When we look at disability from the later point of view, it is easy to assume the responsibility upon society. It is society which needs to change and adapt to the individual requirement, no the other way round. Social model strongly advocates that any measure taken, for people with disability, should be within the society. These people need to be treated as normal as usual with in the society. There is no use excluding the group from mainstream life and interactions. “Inclusion is based on the principle ‘*every individual is unique*’. The goal of inclusion is to facilitate an environment in which no one feel left out because of individual different” (Gupta 2005).

Further, if we look in a broader sense, there are huge costs to society in not considering and including disabled persons that can only be estimated. “Poverty reduction, universal primary education, employment and economic targets will never be met unless disabled persons are included. A service or system that excludes disabled people often excludes other vulnerable groups as well such as children, mothers with young children and elderly people. The system of extended families means that a large percentage of the community is affected, not just the individual disabled persons” (European Disability Forum 2002).

Various international agencies like UN, UNESCO, UNICEF, etc. started developing provisions in this direction. Various Declarations and Decades have had a significant effect on policies and practices regarding persons with disabilities. Centre for Studies on Inclusive Education (CSIE) paper describes it:

‘Internationally, the drive towards inclusion is fuelled by a number of initiatives and treaties, including the UN Convention on the Rights of the Child (1989), the UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993) and the UNESCO Salamanca Statement (1994). Together, these documents recognise the human right of all children to education which is inclusive. 193 countries have signed the Convention on the Rights of the Child, with Somalia being the most recent in May 2002’ (CSIE 2006).

Article 23 in The United Nations Convention on the Rights of the Child (1989) says, “A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible” (Miles 2002). Rule 6 of the UN Standard Rules on Equalization of Opportunities for Persons with Disabilities describes, “States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings... They should ensure that the education of persons with disabilities is an integral part of the educational system” (Siska 2002). The ‘Salamanca Statement’ sets forth the challenge to provide public education to “. . . all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions.” Not only was this commitment made, the provision of this service was to be in “ordinary schools”. Two sections of the statement endorsed by 300 participants representing 92 countries and 25 international organizations in 1994 are notable:

‘Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all...’ (Article 2) and

‘Educational policies at all levels ... should stipulate that children with disabilities should attend their neighborhood school that is the school that would be attended if the child did not have a disability’ (Article 18) (UNESCO 2005).

In the list of ‘Millennium Development Goals’, Goal two again reminds us to ‘achieve universal primary education’. Children with special needs should have the right to an appropriate education in the setting which is correct for their needs and in line with their parents’ choices. Mani states that:

“... inclusion of sensorily impaired such as the blind and deaf can also be made in the general school system. The major similarity between non-disabled children and disabled children such as visually impaired children and hearing impaired children is their cognitive abilities. This similarity is a very supportive factor for these children to study along with non-disabled children in inclusive education” (Mani 2001: 2).

The ‘Salamanca 5 years On’ Review of UNESCO Activities 1999 shows the progress in this direction. It states that inclusive education has “evolved as a movement to challenge exclusionary policies and practices and has gained support over the past decade”. It recognises that the current EFA strategies are inadequate in addressing the needs of particular marginalized groups such as disabled children. Over the last 5 years, UNESCO’s efforts have resulted in more countries embracing inclusive education policy, and in pushing disability issues further up the “mainstream EFA agenda”( UNESCO 1999). The Review also provided further evidence to promote inclusion in its evaluation of the problems with segregated education:

“Notwithstanding the best intentions, it is conceded that all too often the result (of special programmes, specialised institutions, special educators) has been exclusion; differentiation becoming a form of discrimination, leaving children with special needs outside the mainstream of school life and later, as adults, outside community social and cultural life in general” (UNESCO 1999).

## **2.5 SPECIAL EDUCATION AND INCLUSION: INDIAN CONTEXT**

Efforts to educate children with special needs began soon after independence when the then Ministry of Education established a special unit to deal with education of special children in 1947. The Ministry drew on the experience already gained by NGOs in this field since the last two decades of the nineteenth-century, which saw the establishment of the first school for the Deaf in Bombay in 1883. The first school for the Blind was set up at Amritsar in 1887. Before the end of the century a number of special schools for the Blind and Deaf were set up. This had firmly established the special school tradition, which continued till the mid 1950s. At the same time, certain international agencies like Royal Commonwealth Society for the Blind and Cristophael Blinden Mission began experimenting with the integration of visually impaired children and other children. Around 1970 the success of international experiment in placing children with disabilities in regular schools began to be noticed. The importance of the value of integrated education was also seen by its reference made in the National Policy on Education (NPE-1986) (Ministry of HRD 2003; Mani 2001).



The article 45 of constitution of India is assuring better services to persons with disabilities. The education commission report (1964-66) recommended placement of the disabled child, 'as far as possible' in ordinary schools. The national policy on education (NPE-1986) included a full chapter on 'Education of the handicapped' and formulated guidelines for action (Mani 2001). The Ministry of Social Justice and Empowerment, which is a nodal Ministry for disability issues estimates the number of children having special needs as 5% (Ministry of SJE 2006). The Persons with Disabilities (Equal Opportunities, Protection of Rights & Full Participation) Act, 1995 emphasises that every child with a disability shall have access to free education until attaining the age of 18 years. This is a statutory responsibility cast on all appropriate governments (Universal 2005). The 86th Constitutional Amendment, which has made free and compulsory education a right of all children from 6-14 years of age, has given further thrust to the goal of Universalisation of Elementary Education (UEE). Para 21A in Part III of the constitution reads as follows: 'The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.' This amendment has given a new thrust to the education of Children with Special Needs as without including them the objective of UEE cannot be achieved (Ministry of HRD 2003).

Concept of inclusive education is a familiar one in Indian education system. Say Mani, "Inclusive education in special education may be a recent concept, but it is an accepted approach in general education in the Indian context. In a general classroom in India, children of different IQ (Intelligence Quotient) levels study together. A classroom teacher usually targets the average learner in his/her teaching, but is also exposed to situations of handling slow learners as well as academically advanced learners. Therefore, Inclusive education on the basis of cognitive abilities is already in vague in general education" (Mani 2001: 2).

Being a signatory on Salamanca Statement on 'Education for All' (1994), the Indian government has been trying hard to make EFA a reality. It allocated a huge amount of money for 'Sarva Siksha Abhiyan' (Education for All Movement) to achieve the goal of 100% education by the year 2010. This objective cannot be achieved without including children with special needs under the ambit of elementary education. The programme aims at providing useful and relevant elementary education in the age group of 6-14 years by 2010. One of the focus areas of Sarva Siksha Abhiyan is to increase access, enrolment, retention of all children and to reduce school drop outs (Ministry of HRD 2003). Now, it is focusing on the admission of children with disabilities in remote areas, training to mainstream teachers, more community awareness programmes, development of Teaching Learning Materials (TLM) and providing appropriate material for the children with disabilities. It's adopted the zero rejection policy, which means no

child is denied access to education (Ministry of HRD 2003). Arjun Singh, the then minister of education, Government of India reaffirms this commitment:

“...my Ministry has formulated a comprehensive Action Plan for the Inclusive Education of Children and Youth with Disabilities. ...the government is committed to provide education through mainstream schools for children with disabilities, in accordance with the provisions of the Persons With Disabilities Act, 1995...It should, and will be our objective to make mainstream education not just available but accessible, affordable and appropriate for students with disabilities...All the schools in the country will be made disabled friendly by 2020” (Singh 2005).

**Need for Inclusion in India:** Education of disabled children in the country is more than 100 years old, but the present service delivery systems have not covered even 10% of the clientele. It's a serious concern when general education system is aiming at education for all children. There are more than three thousands special schools but not in the reach of rural population. Standardised models of integration are concerned with single category approach, where one specialist teacher serves 8-10 disabled children of same category. This approach is not practical in rural areas; because, in most villages of the country, disabled children of different categories are present (Mani 2003). Therefore, the child has to depend on the general education system for education. Inclusive education emerges out as a positive alternative to increase the coverage.

Researches in the field also support this idea (Mani 2001). It is clear from the diagram placed below that if we look deeper and devise plans according to the needs of individual child; there is a greater possibility of inclusion.

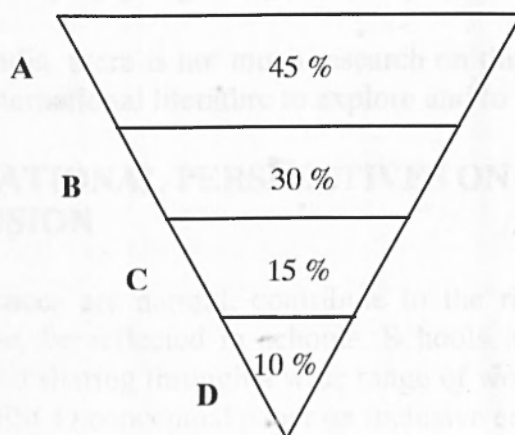


Figure - 2.3: Percentage distribution of the disabled children according to the severity of the impairment whereas 'A' being mild and 'D' being severe

A – Children with mild disabilities who can be handle by general classroom teachers with minimal training

B – Children with mild/moderate disabilities who need counseling services

C – Children with moderate/severe disabilities who need resource assistance including corrective aids and periodic help in academic areas

D – Children with severe disabilities who require direct attention/ preparatory assistance from the special teachers (Mani 2001)

Therefore, need-based instructional strategies are imminent in the inclusive setting.

***Role of special schools in this context:*** In the growing concept of inclusion, the special schools have a vital role to play. Though inclusion is open to everyone, experiences in India reveal that some children may not cope with the inclusive setting. Children with additional disabilities, orphans, etc., need some alternative settings. Special schools may equip themselves to serve these children (Mani 2003). Mani tries to clarify the future roles for special schools. He says, “The special school concept is still an accepted model of education for children with disabilities in India and it will continue to be so in the years to come. However, the responsibilities of special schools are likely to change in the future. Some of the desired changes are:

- They are expected to become resource centres to facilitate inclusive education
- They are in a better position to serve children with multiple disabilities
- They can help those who left out or late entrants” (Mani 2001).

Indian government is also looking at this alternative. In accordance to the zero rejection policy adopted by Sarva Siksha Abhiyan for children with special needs and in view of the fact that some severely disabled children may require specialised services, special school could offer their services to those children who cannot benefit fully by going to regular schools (Ministry of HRD 2003).

However, in India, there is not much research on this topic. So, it would be better to look in to international literature to explore and to get further insight in to it.

## **2.6 INTERNATIONAL PERSPECTIVES ON SPECIAL EDUCATION AND INCLUSION**

Human differences are natural, contribute to the richness of every society and must, of course, be reflected in schools. Schools must ensure opportunities for participation and sharing through a wide range of working methods and individual treatment. UNESCO conceptual paper on inclusive education shows the direction:

“The transition to inclusive education is not just a technical or organisational change but also a movement in a clear philosophical

direction. Countries have to define a set of inclusive principles and more practical aspects to guide the transition process through those principles. The principles of inclusion, set out in international declarations, need to be interpreted in the context of individual countries" (UNESCO 2004).

The rights of students with disabilities to be educated in their local mainstream school is becoming more and more accepted in most countries, and many reforms are being put in place to achieve this goal (OECD 1999). Further, there is no reason to segregate disabled students in public education systems. Instead, education systems need to be reconsidered to meet the needs of all students. Research evidence around the world shows that inclusion is an appropriate way for educating children with disabilities. OECD study puts light on it, "Research evidence, too, strongly favours integration. Across many countries, recent reviews of the research literature have demonstrated that disabled children can achieve higher academic standard in integrated settings... Other research findings suggest that segregated schooling does not provide the clear advantages that might have been expected" (OECD 1995). It is also generally agreed that inclusive settings are less expensive than segregated ones (Miles 2002).

There is a growing demand for a 'Society for All' where policy needs to state clearly the goal of an inclusive society for all that tolerates and celebrates diversity and promotes equity and social justice, a society within which disabled persons have a key role to play (European Disability Forum 2002). In education, co-operation between special and mainstream schools should be improved through increasing flexibility in the role of special schools. Managing diversity is a huge challenge for schools in the present educational climate of inclusion. "As increasing numbers of children with special educational needs (SEN) enter mainstream schools, principals and teachers are looking more to the special school sector for support and advice" (Department of education 2006). At the same time, it is necessary for special schools to change their outlook as OECD document further defines changing scenario:

'As more children with special needs are educated in ordinary schools, so the proportion attending special schools declines, and one type of response to this situation has been to develop the special schools as resource centre, continuing to educate the children with the most severe disabilities but also providing support for children with special needs attending ordinary schools. The resources made available may take the form of equipment or of staffing, and may be for helping the children directly or for training ordinary school staff' (OECD 1995: 167).

Wales's government policy document also gives guideline for future role of special schools. It says, "There are excellent special schools in Wales which provide good teaching and support and are valued by parents and pupils. There will be a continuing role for specialist provision, including special schools... Special schools will need increasingly to work flexibly, taking some pupils perhaps for relatively short periods... They will need to work actively with mainstream schools to plan support for children who could benefit from a mainstream setting. They will also need to act as a source of expertise, advice and professional development for mainstream colleagues; ...wish to encourage a greater interchange of teaching staff between mainstream and special schools. We will identify and disseminate good and innovative practice... and will promote special schools' contribution to an increasingly inclusive education system" (National Assembly for Wales 2001).

In different countries, special education range from full integration in an ordinary school to complete segregation in a residential special school (OECD 1995). However, in general terms countries are "increasingly moving to more inclusive provision" (OECD 1999:27).

*The UK.* The education systems of the *United Kingdom* vary greatly between the four nation states. In schools in England and Wales, special education is referred to as SEN (Special Educational Needs) (Warnock 1978). Children going to mainstream schools have statement of their 'special education needs'. Each school is required to have a Special Education Needs Co-ordinator, or SENCO, whose responsibility is to ensure all pupils in the school with SEN receive the appropriate support to facilitate their successful education (Essex County Council 2006). On the other hand, special schools are reducing in number. Special schools have been either closing down or changing in to expertise centre; as general policy direction of the UK government is towards promotion of inclusive education (Rustemier 2002; Smith and Ford 2006).

In January 2002, a new statutory framework for inclusion came into force, strengthening the right to education in mainstream schools for children with statements of special educational needs. The 1996 Act was amended by Part 1 of the Special Educational Needs and Disability Act (SENDA) 2001 so that all children with statements must be educated in a mainstream school unless this would be: i) detrimental to the efficient education of other children, or: ii) against parental wishes (Rustemier 2002). Special schools are expected to serve a bigger population by expanding their role to the community in an inclusive manner. The Department for Education & Skills (DfES) consultation paper expresses the expectations of UK government from special schools in the following manner:



'The UK government has also set out its expectations for special schools, stating that they "need to be confident, outward-looking centres of excellence. We want to build on their strengths, and ensure that they are an integral part of an inclusive education system for children in their area, and perhaps beyond' (DfES 2000).

In the light of new education policy development Cambridgeshire County sets five development aims for special schools:

- 'To increase the opportunities for partnerships with mainstream schools
- To enable the development of well-planned and high-quality part-time placement for pupils in mainstream and special schools
- To increase the opportunities for special schools to work in conjunction with the specialist support services, to provide advice and support to mainstream schools on meeting children's special educational needs
- To reduce the proportion of pupils with less complex needs attending special schools
- To increase special schools' capacity to meet the needs of children who currently have to be placed out-county' (Cambridgeshire county Council 2001)

However, a great debate is continuously going on regarding the issue whether special schools should remain there or they need be merged with mainstream schools. Many who are opposing the movement and saying that stop the trend towards a one size fits all approach to special education. On the other side, many campaigners argue that every child has a right to be included in mainstream school (Quarmby 2006; Asthana and Hinsliff 2006; Smith and Ford 2006).

**The Netherlands:** For a long time, the highly differentiated and extensive special education system was seen as expressing concern for pupils with special learning needs. Currently, this point of view is the subject of much debate. A growing group of policymakers, educators and parents think segregation in education has gone too far. A gradually increasing number of parents want their child with special educational needs to attend a mainstream school because they wish him/her to go to the same school as siblings; to attend a neighbourhood school, or/and to educate their child with non-special needs children. In general, parents appear in favour of current integration policy. However, substantial numbers of both mainstream and special education teachers as well as some parents of pupils with special educational needs question integration (European Agency for Development in Special Needs Education 2005).

Developments towards integration in the Netherlands have been largely influenced by two policy papers published in 1990 and 1996. The first, 'Together to School Again' or 'WSNS', aims to support the integration of pupils with learning

difficulties and mildly mentally disabled pupils. As part of its policy all primary schools and special schools for pupils with learning difficulties and the mildly mentally disabled have been grouped into regional clusters over the last few years. Each cluster consists of one or more special schools working with 25 primary schools on an average. This has resulted in a nation-wide network in which every special and mainstream school is attached to a cluster (European Agency for Development in Special Needs Education 2005). ...under certain conditions, a child ... can have some financial support and some extra help from a peripatetic teacher coming in periodically from the special school (OECD 1995). The following example will clarify the idea:

‘In the Netherlands, an all-age special school for visually impaired children had ... outreach services... There too the number on roll had declined markedly as more children with visual impairment were being educated in the region’s ordinary schools. At the time of the OECD study the school had about 150 on roll, with some twenty peripatetic teachers providing a certain amount of support for over 200 children in the region’s elementary and secondary schools and almost 100 in various types of special schools...Support could include assessing, teaching, planning an individual education programme, ensuring the appropriateness of technical aids, and advising teachers and parents...The peripatetic teachers also provided training courses, based at the special schools’ (OECD 1995: 168).

Staff and management at special schools are also recognizing this growing demand for inclusion. It is very interesting to look at the following comments made by a manager of a special school in the Netherlands. He says, “...Besides this, our school is receiving new target groups, other children in the Cluster 3 population, and children with the Asperger syndrome. In general, there will be many changes for the staff of our school. The discussion about inclusion asks for a reconsideration of the role of special schools; as

- The development to an expertise centre dedicated to mainstream schools;
- A shift from supply oriented to demand oriented education;
- More result oriented education,
- Accountability to our stakeholders;
- Introduction of other target groups” (Krol 2005).

In 1996 the policy paper ‘The Back-Pack’ outlined plans to stop financing places for such pupils within special primary and secondary schools in favour of linking the funding of special services to the pupil involved, regardless of the type of schooling. The idea was to change from supply-oriented financing to a system in which the means are forwarded to the person requiring the services: demand-oriented financing. Pupils take the funding with them to the school of their choice.

An important characteristic of this policy is that parents have an important say in choosing a school for their child. If a pupil met the criteria for a pupil-bound budget, parents and pupil could choose a school and decide with the school on how to use the funding (EADSNE 2005). It resulted in re-organisation of special education. The number of different school types would be reduced to four so-called expertise centres: those for the visually handicapped, those for pupils with communication disorders, those for physically & mentally handicapped and those for pupils with behaviour problems (European Agency for Development in Special Needs Education 2005). At present this policy is in full swing.

**Czech Republic:** There is a large system of special schools in the Czech Republic and the education of pupils with disability has a long tradition. The right of all children to be educated is enshrined in the Constitution of the Czech Republic (Ministry of education, youth and sports 2004). Integration policy in the Czech Republic has started only after 1989. During this period the development of integration has changed towards broader social acceptance of integration of persons with disability, mainstreaming, and better educational and technological support for pupils with disability in integrated settings (Ministry of education, youth and sports 2004).

It has been following a Multi-track system approach, where pupils with special educational needs can either attend the mainstream classes or they can be taken out of the mainstream classes to be taught in specialised classes (in the mainstream schools) or they attend special schools according to the level of handicap and the school's circumstances (Ministry of education, youth and sports 2004). Special schools provide education for pupils whose special educational needs cannot be fully satisfied by the mainstream provisions and facilities. Individually integrated pupils, their parents and teachers are provided with psychological and special pedagogical care, including therapeutic and socialisation activities, from: i) Special pedagogical centres, ii) Pedagogical-psychological advice centres, and iii) Centres of educational care (EURYDICE 2006).

Being a newly introduced concept, the integration process has been facing certain barriers such as; Personal/ teacher assistance, Transport to schools, Teaching instruments for special needs and Unsatisfactory cooperation of governmental bodies (Siska 2002). However, it is true that there is an increasing demand from outside and within to move towards inclusive policy and practices. 'Education of children and young people with special education needs is based on the principle of 'Current education if possible, special education if necessary'. This principle is being applied gradually and the system is shifting from education in special schools to increasing integration. There has been a high level of activity in the area of care for pupils with special educational needs in recent years. This is generally aimed at extending educational opportunities, diversification of care and at



strengthening integration at the expense of separate education, at assuring equal access to education regardless of a type of handicap (EURYDICE 2006).

A very recent development in the field of special education is the new School Act which was approved in September 2004 (in force since January 2005). 'The Act sets out some solutions to the needs of pupils with disabilities that have until now been governed by lower-level legislative norms. It presents a new definition of children with special educational needs and individual target groups - physically or mentally disabled pupils...' (EURYDICE 2006). It encourages links between special education and ordinary schools and reinforces the trend towards the integration of individual pupils with special educational needs into "normal" schools. It codifies teaching by individual educational programmes and allows for supportive measures in favour of the pupils. At the same time, the Act leaves open the possibility, in justified cases, of establishing independent schools or classes for pupils with disabilities in future. (EURYDICE 2006)

## 2.7 REFLECTION

"However hard we try to fit human beings into categories and types in order to administer their affairs and plan for their daily existence, we are bound to fail" says Stevens (1976:1). We need to be open and accept differences as natural things. Disabled people are differently able people. A system based on humanistic principles should always be careful in catering to the needs of such people. As Siska very rightly points out, "Quality and level of democratic society and modern state can be measured by its ability and efficiency to support citizens with disability" (Siska 2002).

The notion of special schools as separate entities, working in parallel with mainstream schools or at the fixed end of a continuum, will change. There would be more chances of: Sharing of pupils with mainstream schools, Higher number of pupils moving from specialist to mainstream provision; Sharing of complementary expertise and resources, offering professional development on both sides. I will end this chapter with positive remarks from Porter. Porter assures us that, "in countries where Inclusive Education has been implemented, important progress has been made". He has found that if implemented properly, inclusive school programmes have the potential to:

- Be less expensive to implement and operate than special education services
- Have a broader reach than traditional special education in terms of positive educational and social impacts on children
- Contribute significantly to the ongoing professional development and job satisfaction of educators &
- Produce better morale and team effort in the school environment' (Porter 2001).

## *Chapter Three – Research Methodology*

### **3.1 INTRODUCTION**

We need to test our ideas, experience and past theories in the light of new found realities. We also need to get new insights and understanding of our environment. And research is one of such field which provides us opportunity and the ground to do so. To my understanding 'research' is a systematic process of approaching to any problem with a mindset to solve it or studying a phenomenon in a scientific manner to get newer insight. In the field of education it is much more important as strikingly diverse nature of interaction taking place between different human beings in a dynamic environment. 'Enquiry may be thought of as a way of solving problems which may range from the purely theoretical to the totally practical', says Robson (94: 14). Stenhouse (1975) goes further by suggesting a definition of research as: 'Any systematic, critical and self-critical enquiry which aims to contribute to the advancement of knowledge' (Stenhouse 1975 cited in Schindel 2005).

Carrying out a research project is a complex and lengthy activity. "...the task of the researcher is to understand the multiple social constructions of meaning and knowledge... to acquire multiple perspectives...", Says Robson (2005: 27). Verschuren and Doorewaard compare it with drawing an art object and explain the importance and complexity of interlinks involved in this task. They say:

'Designing (a research project) can be compared to making a painting: you are continuously working in all areas of the canvas. Shapes and colours in one section inspire shapes and colours in another. Sometimes, you step back, eyes half-closed, to ponder the quality and harmony of the whole.' (Verschuren and Doorewaard 1999: 15)

This research is concerned with educational field. Educational research is an activity engaged with the examination of questions and problems relevant to educational systems. Pring (2004) argues that "education is referred to experiences or instructions which nurtured the capacities ... for subsequent problem-solving and enquiry" (Pring 2004: 14). Pring (2004) also points out that the focus of educational research must be upon the quality of learning.

Practice oriented research is not about knowledge for knowledge's sake as in theory oriented research (Robson 1994). The main focus of this study is searching for (the roles of special schools) in promoting inclusive education, which ultimately can contribute to the quality of learning for children with special education needs in mainstream settings. While researching, one needs a

background and framework. In this chapter, researcher will discuss the theoretical base for his research by explaining various research paradigms used in the field of education. Further, he will explain useful research methods and justification for choosing one for this study. At the end of this chapter, the structure of this study with ethical consideration would be elaborated.

### **3.2 MAJOR APPROACHES TO SOCIAL RESEARCH**

We all have certain beliefs, concepts and assumptions about the world around us which (throughout our life) guide us how to perceive the truth. When group of people (in Educational Research) assign reasons, assumptions, values, concepts and practices to their way of looking at reality, it is called 'research paradigms'. Bryman describes paradigm as "a term deriving from the history of science, where it was used to describe a cluster of belief and dictates that for scientists in a particular discipline influence what should be studied, how research should be done, and how results should be interpreted" (Bryman 2004: 542). Historically, investigation of the social world has given us two broad groupings; those who believe that a scientific approach to investigate the social world is just as appropriate as investigations of the natural world. Second, those who believe scientific approaches are inappropriate, and instead they emphasises the use of arts or humanities methods (Williams 2003). Traditionally these groupings have mapped into two methodological approaches, whereas the 'scientists' favouring the quantitative methods and the 'humanists' favouring qualitative methods. However, there are many shades of opinion in each grouping and some would also deny the distinction altogether (Bryman 2004).

#### **3.2.1 ONE WORLD, ONE REALITY: POSITIVISM**

"Although positivism has been a recurrent theme in the history of western thought from the ancient Greeks to the present day, it is historically associated with the nineteenth century French philosopher, Auguste Comte, who was the first thinker to use the word for the philosophical position" Says Bryman (Bryman 2004: 9). Positivism has a significant influence over educational research. It's a doctrine contending that sense perceptions are the only admissible basis of human knowledge. It is based on the rationalistic, empiricist philosophy. Underlying assumption in positivistic philosophy is that phenomena of social world can be studied by using the principles and methods of natural science. Positivist philosophers believe that there is one reality exists and researchers' job is to discover it. Furthermore, they believe that researcher and the subject of the study are independent and they did not have any influence on each other. Positivist thinkers view that quantitative methods of natural science are appropriate and can be used in social science as well. Mertens very precisely explains this philosophical position by following words –

'The underlying assumptions of positivism include the belief that the social world can be studied in the same way as the natural world, that there is a method for studying the social world that is value-free, and that explanations of a causal nature can be provided' (Mertens 1998: 7).

Surprisingly, positive social science is not taking in to consideration the vast differences between social and natural science. Social science deals with a subject-subject relation rather than a subject-object relation, which is usual in natural science. It's easy to manipulate physical objects and findings about them can be generalized, however it is not so with human beings. People are same in some aspects but not in all aspects hence generalization is a problem. In Cohen and Manion's words:

'...where positivism is less successful, however, is in its application to the study of human behaviour where the immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order and regularity of the natural world. This point is nowhere more apparent than in the contexts of classroom and school where the problems of teaching, learning and human interaction present the positivistic researcher with a mammoth challenge' (Cohen & Manion 2000: 12).

This is true about the children with special needs too. They are not same in many aspects even though having same disability.

### **3.2.2 I THINK THEREFORE I AM: CONSTRUCTIVISM**

Due to its root in natural science, positivism has been always under attack. Robson points that:

'Within constructivist tradition there is almost invariably a rejection of the view that truth about the social world can be established by using natural science methods. This is essentially because of the nature of the subject matter of the social sciences- people. People, unlike the objects of the natural world, are conscious, purposive actors who have ideas about their world and attach meaning to what is going on around them' (Robson 2005: 24).

Constructivist thinkers believe that reality is socially constructed. They claim that knowledge is not a set of given data, conventions or physical facts, but what knowers aim to construct in their practice. Knowledge is not immanent in nature outside of the society, which is the opposite of the main claim of absolute truth theory. For Constructivism, there is no separation between knowledge and values, although there are differences. In philosophy, Constructivism is a view that reality

is a value-laden subjective construction rather than a passive acquisition of objective truth. Constructivism asserts that social phenomena and their meanings are continually being interpreted by social actors and therefore there are multiple realities (Mertens 1998).

From methodological point of view, constructivist researchers have an inclination for qualitative methods as they believe that there are multiple realities. Therefore, they opt for a more personal, interactive mode of data collection.

### **3.2.3 MARRIAGE OF TWO TRADITION: A MIDDLE PATH**

The choice of methodology is steered by the nature of the research question as well as by the researcher's paradigm. Methodology can be divided into two main types: quantitative and qualitative research. Generally speaking, positivist researchers' community uses quantitative approaches, whereas constructivist researchers' community follows qualitative methods (Robson 2005; Mertens 1998; Cohen & Manion 2000). However, sometimes it is good to follow a middle path by combining quantitative and qualitative research methods. There can be advantages in combining quantitative and qualitative approaches (Robson 2005). The choice depends on circumstances and context.

This study aims at gaining new insights in to the problems faced by mainstream schools in educating children with special education needs and exploring the idea of what roles special schools can play to promote the process of inclusion. In given context, this is an exploratory research study which aims at exploring the views of educators' community from mainstream and special schools. Further, it is conducted to get the views of target groups about the role of special schools in promoting inclusive education, which would be subjective in nature. It falls under constructivist banner as researcher is actively involved in the process to gain new insight of the phenomenon and to construct ones ideas. Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. Mertens explains:

‘...reality is socially constructed. Therefore, multiple mental constructions can be apprehended, some of which may be in conflict with each other, and perception of reality may change through out the process of the study. For example, the concept of disability, feminism and minority are socially constructed phenomena that mean different things to different people’ (Mertens 1998: 11).

Because of the nature of the project, flexible designs would be most appropriate for the study. There is a very less scope for fixed design strategy as the relative weakness of these designs is that they cannot capture the subtleties and



complexities of individual human behaviour (Robson 2005). In flexible designs, however, there is always a scope for collecting qualitative and quantitative data. Robson does favours this research strategy by quoting following words:

‘The two labels, ‘qualitative’ and ‘flexible’, capture important features of such designs. They typically make substantial use of methods which result in qualitative data ... They are also flexible in the sense that much less pre-specification takes place and the design evolves, develops and ...unfold as the research proceeds. I prefer the ‘flexible’ label because such designs may well make some use of methods which result in data in the form of numbers (quantitative) as well as in the form of words...’  
(Robson 2005: 5)

### 3.3 METHODOLOGY

‘The general approach taken in an enquiry is commonly referred to as research strategy’ says Robson (1994: 40). There are three main strategies- experiments, surveys and case studies (Robson 1994). These strategies used for different purpose like;

1. *Experiments* are used for measuring the effects of manipulating one variable on another variable;
2. *Surveys* are useful in collecting information in standardized form from groups of people; whereas
3. *Case studies* are the best way for development of detailed, intensive knowledge about a single ‘case’, or a small number of related ‘cases’ (Robson 1994).

Purpose and nature of enquiry always help in selecting appropriate strategy (Robson 1994). There are mainly three purposes of any research study. It can be-

1. *Exploratory* – which aims at to find out what is happening in the field or to seek new insight in to the phenomenon or to ask questions or to assess phenomena in new light;
2. *Descriptive* – which try to explain or portray an accurate profile of persons, events or situations;
3. *Explanatory* – which seeks an explanation of a situation or problem usually in the form of causal relationship (Robson, 1994).

As mentioned above, the purpose of this study is to explore the views of teaching community about the roles of special schools in promoting inclusive education. One can use survey or case study strategy for exploratory research (Robson 1994). In ‘case study’ research, main aim is to get deeper insight about a single case or a small number of similar cases. Main thrust is on getting more information from less people, so that one can develop a comprehensive picture of a particular



situation or person. On the other hand, 'surveys' are best suited for the purpose of collecting relatively small amount of data in standardized form from each individual by usually employing questionnaire or structured interview.

This study aims at collecting diverse views of teaching community. In such situation, because of its very nature, case study is not a useful strategy. Whereas, survey is a well suited strategy for this kind of studies. Robson highlights it, "surveys are well suited to descriptive studies...However, survey data can also be used to explore aspects of a situation or to seek explanation..." (Robson 1994: 49). There are some typical features of survey methods like; selection of a sample of individuals from known population, collection of relatively small amount of data in standardized form from each individual, usually employ questionnaire or structured interview. Time is a great constraint at Masters level studies. In case of survey, it is possible to conduct a small scale survey to get relevant data in relatively less amount of time.

### **3.3.1 INSTRUMENT FOR DATA COLLECTION**

In deciding about the research method one needs, as is always said, to think carefully about ones research question. After selection of strategy, it is comparatively easy to select instrument for data collection. There are various instruments used in educational research. In survey research, questionnaire and interview are used as instruments. Other methods of data collection like observation, content analysis, and focus group discussion are not useful due to the nature of the study and strategy selected. Interview is a good way in survey research as points out Robson:

'Interview is a flexible and adaptable way of finding things out. It also encourages cooperation and rapport between researcher and respondents. One can include open as well as close ended question in the questionnaire, which will enable researcher to collect qualitative and quantitative data without much trouble. Open ended questions allow researcher to go in to more depth or clear up any misunderstandings. Face to face interviews offer the possibility of modifying one's line of enquiry, following up interesting responses and investigating underlying motives...' (Robson 2005).

On the other hand, questionnaires are a very popular way of getting information from a large number of people in relatively less amount of time. Robson (2005) emphasizes that one of the advantage of using a questionnaire- based survey is that they provide a "relatively simple and straightforward approach" to the study of for example attitudes, values, beliefs and motives which is important in the study

concerning teachers (Robson 2005). There are many advantages of using questionnaire like;

*Efficient use of time-* In Masters level research an overriding consideration is that the research should be feasible in the time available. Questionnaires can save time in a number of ways:

- One can draft the questionnaire at your own pace
- The questionnaire can be completed by your respondents in their own time
- One can collect information from quite a large number of people fairly quickly
- If the questionnaire consists of mainly closed questions it can be analysed fairly easily.

*High return rate-* Often questionnaires have a low return rate. However, if one chooses a sensible method of administering the questionnaire, the fact that people know you, want to support you and are directly interested in your findings can increase the return rate dramatically.

*Standardised questions-* All respondents are asked the same questions presented in the same way. This is different from interview or other methods and has the advantage of limiting the influence of the researcher on the interpretation of the questions. It also gives categories of response that, so long as the categories were right in the first place, are reasonably easy to interpret.

There are a number of disadvantages with using a questionnaire, especially in small scale research, which are as follows-

- If not planned properly, there are chances of getting relatively limited returns
- The information can be superficial there is less personal exploration
- The time needed to draft and pilot a questionnaire is often longer than you think
- You could get an imbalanced sample

After selecting survey strategy, it was a natural choice to select either interview or questionnaire or both as methods of data collection. For this study purpose, researcher selected questionnaire method for data collection due to various reasons, which are explained below-

*Appropriateness-* At masters' level, it is possible to do small scale research due to scope and time available. Questionnaire method is suitable for such work.

*Efficient use of Time-* Availability of time for such studies is very limited. Questionnaires are easy to administer, interpret and take relatively less time.

*Interpretation & Analysis-* questionnaires have standardised questions. So, it is easy to do interpretation and analysis.

*Personal bias-* There are less chances of personal bias from researcher's point of view as the format of questionnaire does not have much scope for it.

*Rate of return-* If, researcher is able to establish personal contacts, there is a high rate of return of questionnaires.

### **3.4 A JOURNEY OF THOUSAND MILES...**

A research study is an expedition in which researcher passes through various stages one by one in a logical sequence. Researcher's journey in this study through various stages is explained below-

***Step 1: Formulation of a general idea:*** Chapter one contains the general idea of this study in which researcher has discussed the context of his study and the main research question.

***Step 2: Exploration of the general plan: Review of Literature:*** "Any investigation, whatever the scale, will involve reading what other people have written about your area of interest, gathering information to support or refute your arguments and writing about your findings" (Bell 1999: 90). In chapter two, researcher reviewed and discussed the relevant literature. It helped researcher in getting deeper insight and new dimensions of the given problem.

***Step 3: Planning and implementation of the project:*** At this stage, researcher used survey strategy and questionnaire as instrument for collecting the data. Researcher used close ended and list<sup>10</sup> questions in place of open ended ones due to language barrier. Being a non native speaker, he was having a fear of loosing original meaning of responses during the translation. At the same time, there is less ambiguity and personal bias in such approach. Researcher developed two different questionnaires having in mind two different groups. It took a lot of time in designing the questionnaires as it needs careful selection of questions with different categories, appropriate language and logical sequencing. As bell says:

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<sup>10</sup> In list questions, there is a whole list of relevant factors or points and it is easy for respondents to answer as they have to choose from the list provided rather relying on their memories.

'It is harder to produce a really good questionnaire than might be imagined... Care has to be taken in selecting question type, in question writing, in the design, piloting, distribution and return of questionnaires. Thought must be given to how responses will be analysed at the design stage...' (Bell 1996).

This research focuses on two different groups of teachers; a) the ones who are working in mainstream schools and b) the other ones who are working in special schools. Researcher selected a sample of fifty teachers for his study as it is a small scale study. "Except in rare occasions, such as a general census, it is not possible to survey the whole of a population. It is therefore necessary to select a sample" says Robson (1994: 4). There were two different groups, so he selected twenty teachers from special schools and thirty from mainstream schools. Sample was selected on the basis of availability of and consent from the respondents. "All researchers are dependent on the goodwill and availability of subjects, and it will probably be difficult for an individual researcher working on a small-scale project to achieve a true random sample" Robson reminds (1994: 4). However, researcher tried with best of his knowledge and selected a good mix of urban with rural, fresh with experienced and male with female respondents. Through written explanation and a short verbal explanation, researcher asked the subjects for their cooperation.

**Step 4: Analysis and evaluation of data:** After data collection, it was the time for tabulation of data. Robson says, "most real world study produces data which can be used in both qualitative and quantitative analysis..." (Robson 1994: 307). Data collected were analysed and interpreted in the context of research objectives.

### 3.5 ETHICAL CONSIDERATION

Whatever kind of research we are involved in, we need to ensure that we take ethics into account. "Ethics are usually taken as referring to general principles of what one ought to do" says Robson (1994: 30). It is important that "all educational research should be conducted within an ethic of respect for persons, respect for knowledge, respect for democratic values, and respect for the quality of educational research" (BERA 2004). Robson (2005) reminds that research should be carried out systematically, skeptically and ethically. In his seminal work 'real world research' he says, "Ethically means that you follow a code of conduct for the research which ensures that the interests and concerns of those taking part in, or possibly affected by, the research are safeguarded" (Robson, 2005: 18). He further notes, "Participants in real world studies may sometimes be involved without their knowledge. Sometimes, they may be misled about the true nature of the study" (Robson, 1994: 29).

Robson gives 'ten questionable practices' in social research, which remind every researcher about how to conduct a good study based on ethical principles. These are as follows:

1. Involving people without their knowledge or consent
  2. Coercing them to participate
  3. Withholding the information about the true nature of the study
  4. Otherwise deceiving the participants
  5. Including them to commit acts diminishing their self esteem
  6. Violating rights of self determination (force them to change)
  7. Exposing to physical or mental stress
  8. Invading their privacy
  9. Withholding benefits from some participants (in comparison group)
  10. Not treating participants fairly, or with consideration or with respect'
- (Robson, 1994: 33)

In this research study, researcher has taken care of ethical considerations pointed out by Robson. During the study, researcher

- Treated all the respondents equally, fairly and with respect
- Informed the respondents about the nature of the study and its main purpose
- Took informed consent from the respondents
- Promised and maintained confidentiality
- Kept all the information in privacy and anonymity has been maintained
- Never preserised any person to participate in the study

Furthermore, researcher has never done any act which exposed the participants to any physical or mental stress.

## Chapter Four – Data Analysis

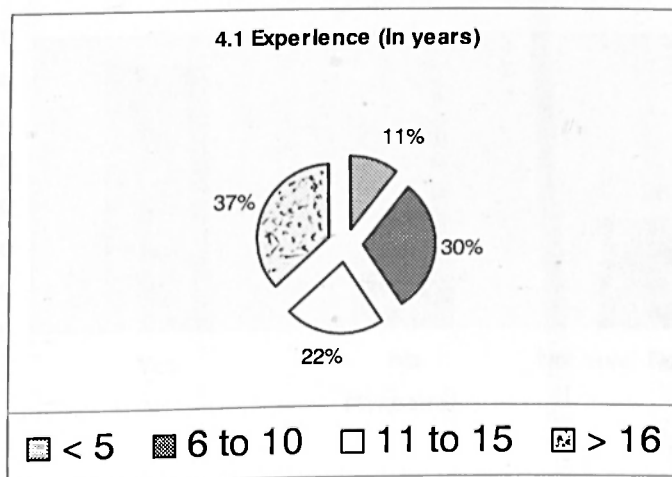
### 4.1 INTRODUCTION

In chapter three, researcher described the structure of this study. It was mentioned that researcher would use survey method and questionnaire instrument to collect data for this study. In this chapter researcher will analyse the findings from the survey conducted during the months of May and June, 06. This chapter consists of two parts. In the first part, researcher will describe the analysis of responses collected from mainstream schools teachers. In the second part of this chapter, researcher will do the analysis of responses collected from special schools teachers. This is an analysis of the fact-finding based on the questionnaires filled by both the groups.

### 4.2 FACT-FINDING FROM MAINSTREAM SCHOOLS TEACHERS' RESPONSES

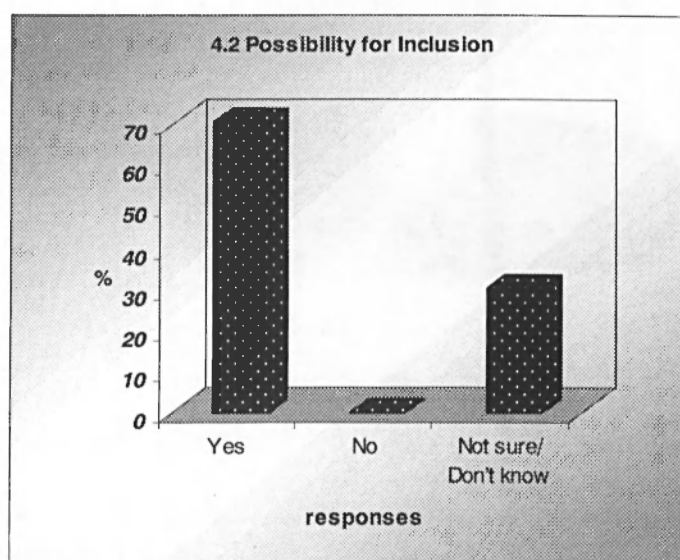
As mentioned in the previous chapter, researcher distributed 30 questionnaires in different mainstream schools. Out of 30, only 27 teachers responded back with filled questionnaires. So, the final analysis is based on the number of questionnaires received.

*Exhibit 4.1* shows the percentage distribution of the experience of the respondents. It is clear from the graph that 11% respondents were having less than five years of teaching experience, where as 30% respondents had 6-10 years of experience. There were 22% respondent in third category and rest had more than 16 years of experience. It was a good mix of new comers and experienced ones. This implies that the distribution of the respondents, with respect to their teaching experience, is quite normally distributed since there is no big discrepancy in terms of the percentile distribution between different categories (*Refer table1 in Annexure VII*)

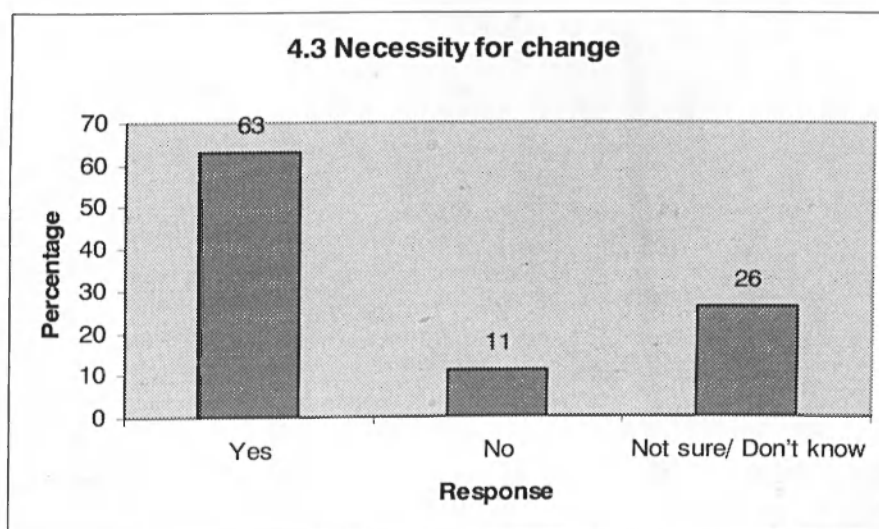




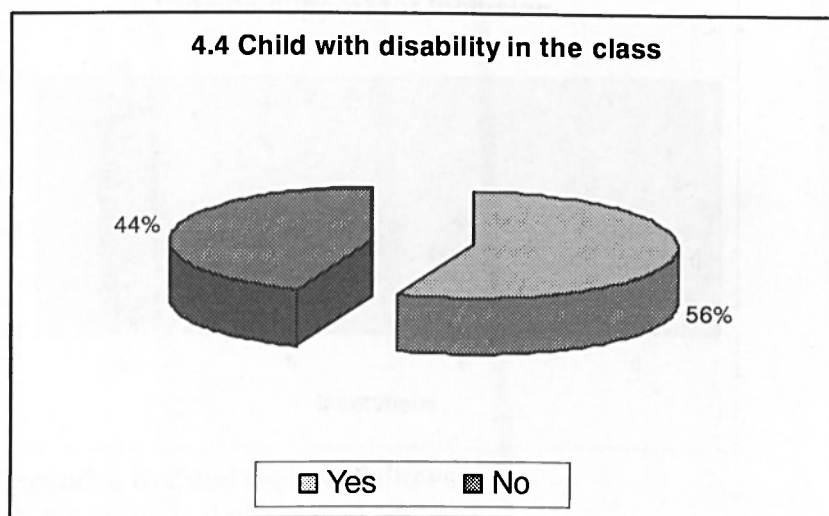
**Exhibit 4.2** shows the opinion of respondents about the possibility of including children with disabilities in mainstream schools. Majority of them (70%) said that it is possible to provide education to children with disabilities in mainstream setup. However, 30% of the respondents were not sure about this possibility. Surprising no teachers came out with negative answer (*Refer table2 in Annexure VII*).



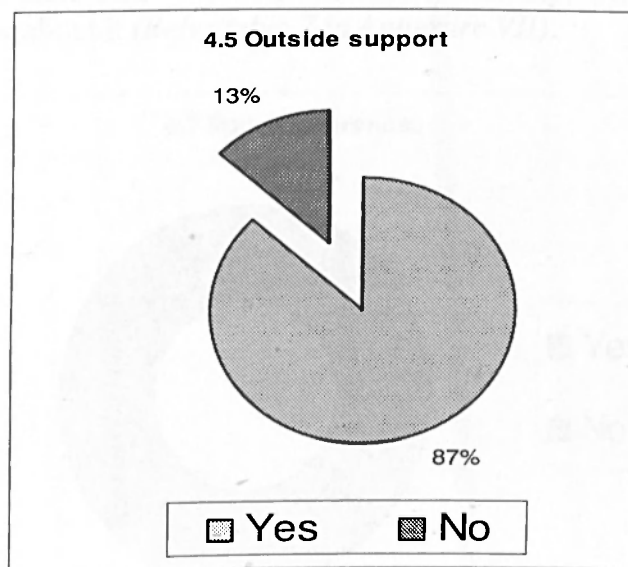
It was asked to the respondents that whether they see a necessity for their organisation to get involved in the education of children with disabilities. **Exhibit 4.3** shows their opinion. As we can see, 63% felt that it would be necessary for their schools to take active part in inclusive education, whereas 11% said that it is not needed. A good no of respondents (26%) were not sure and still would like to wait before making a definite opinion (*Refer table3 in Annexure VII*).



When it came to having first hand experience in dealing with children with disabilities in the class; 56% responded positively. On the other hand, 44% said that they never had a child with disability in their class (*Refer table 4 in Annexure VII*).

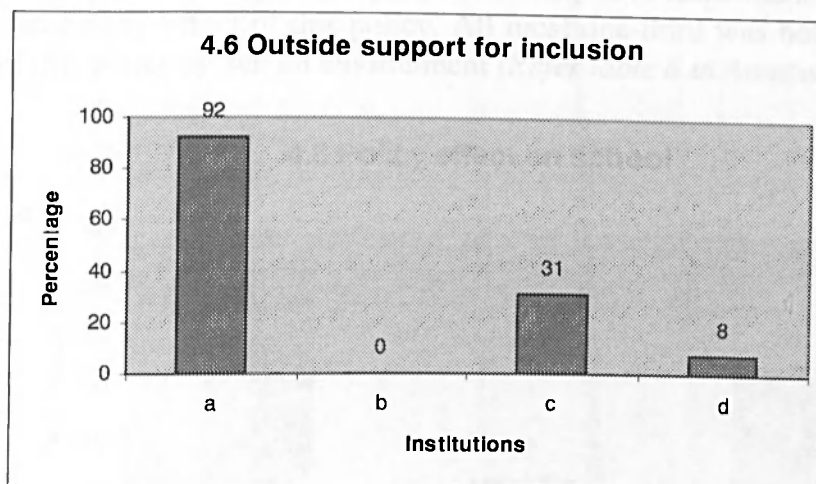


Those who said yes in earlier question, were asked whether they were getting outside institutional support while dealing with children with disabilities in mainstream class. Majority of them (87%) came with a positive answer and only small population said that they were managing issues of such children on their own (*Refer table 5 in Annexure VII*).



When further investigated about from where they were getting support; 92% respondents mentioned 'Pedagogic psychology centre' as a major support. 31%

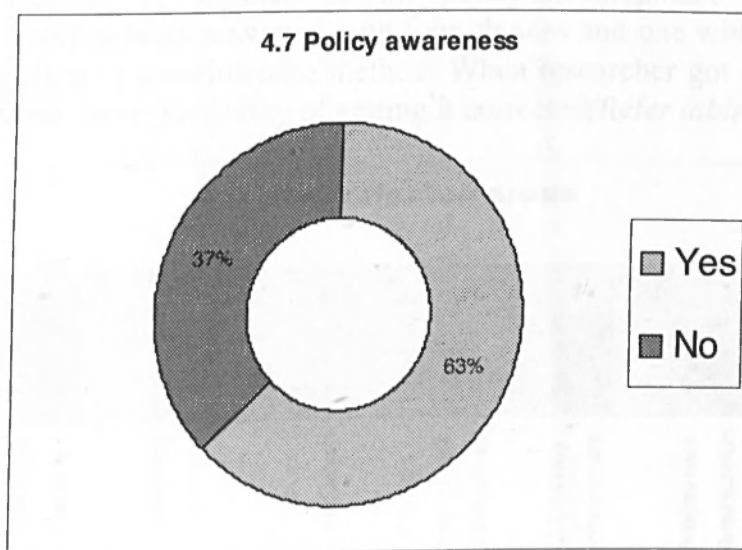
said that 'Special schools' are helping in this process, whereas 8% responded with the name of 'Special pedagogic centre' (Refer table 6 in Annexure VII).



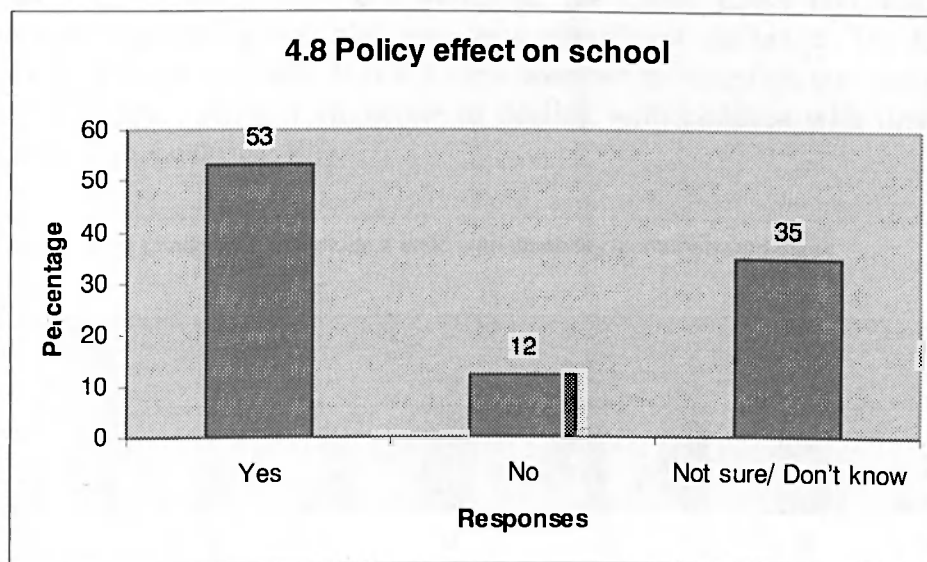
Note: Legend a, b, c and d are as follows-

- a. Pedagogic psychology centre(s)
- b. NGO(s)
- c. Special school(s)
- d. Any other, please specify

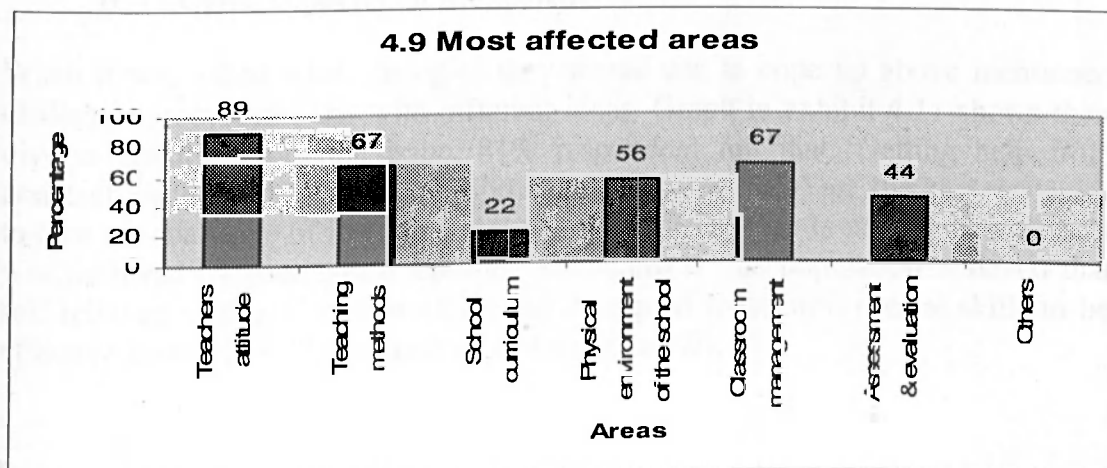
**Exhibit 4.7** shows the policy awareness of teachers. When they were asked whether they were aware of recent changes in education policy (in Czech Republic) related to inclusion; 63% responded affirmatively; whereas 37% said that they didn't know about it (Refer table 7 in Annexure VII).



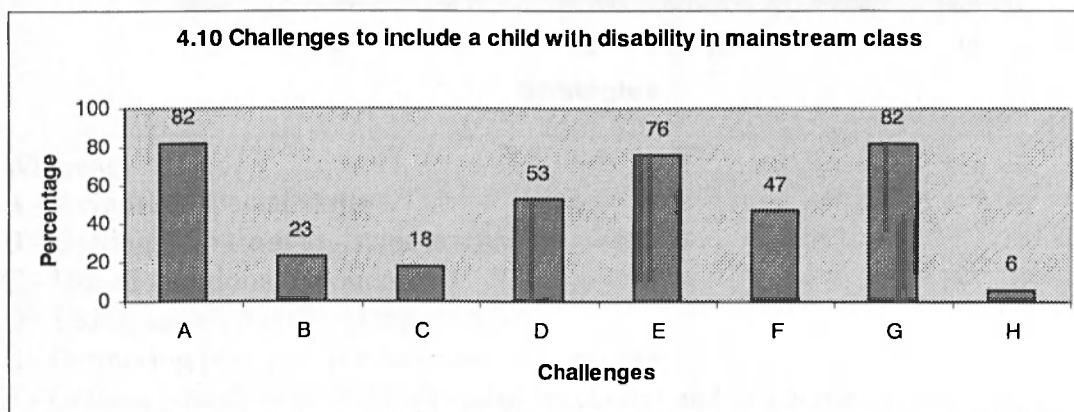
**Exhibit 4.8** gives us the idea about the opinion of those who said yes to previous question. It is clear that more than half said that their school environment would be affected by such policy development whereas, 12% respondents said that there would not be any effect of this policy. All most one-third was not sure about the effect of this policy on school environment (*Refer table 8 in Annexure VII*).



Those who responded positively in pervious question were further asked about three most affected areas in school education by this policy. 89% said that teachers' attitude would be most affected, then comes classroom management and teaching methods (67% each). More than half of the respondents said that there would fewer barriers in school. Assessment and evaluation also came as a significant factor to be affected by the policy development. However, by oversight, two respondents answered with four choices and one with five choices. This is a limitation of questionnaire method. When researcher got questionnaires by post, he did not have possibility of getting it corrected(*Refer table 9 in Ann. VII*).



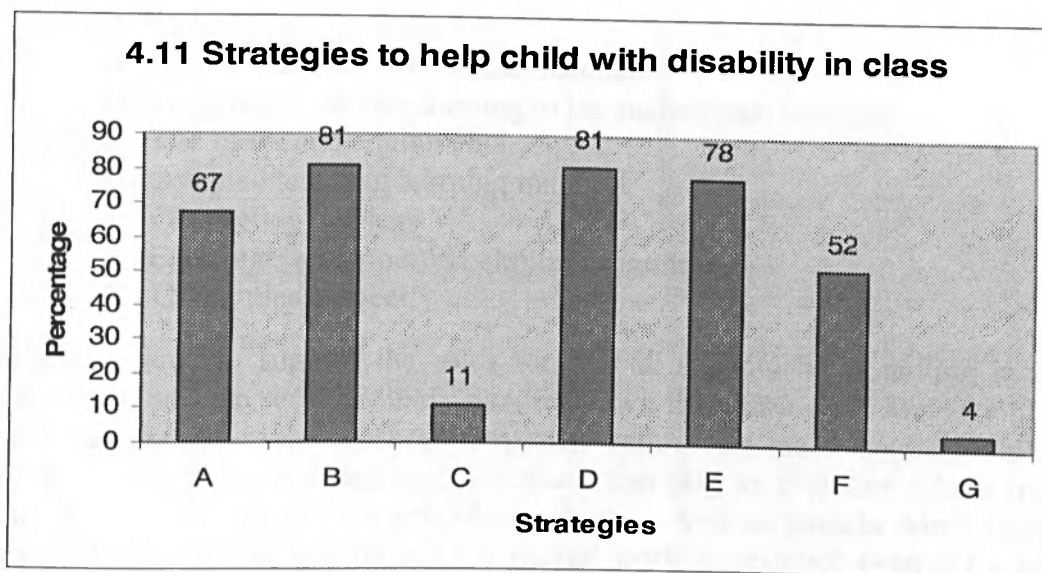
**Exhibit 4.10** shows about the challenges faced by mainstream school teachers while dealing with a child with disability in general classroom. Only seventeen teachers responded to this question. It is clear from the graph that use of appropriate teaching methods and assessment/ evaluation would be the greatest challenges, where as peers interaction came next in the list followed by sitting arrangement of children with disabilities in the class. Class involvement of children with disabilities was also seen as a significant challenge. Ten teachers didn't respond to the question. It is not clear whether the question was not clear to them or they didn't see any challenge in dealing with children with disabilities (Refer table 10 in Annexure VII).



Where as-

- A - Use of appropriate teaching method(s)
- B - Effective curriculum transaction
- C - Arrangement of physical environment in the class
- D - Sitting arrangement of children
- E - Interaction between peers
- F - Class involvement of the child with disability
- G - Assessment & evaluation of the child with disability
- H - Regular cooperation with parents

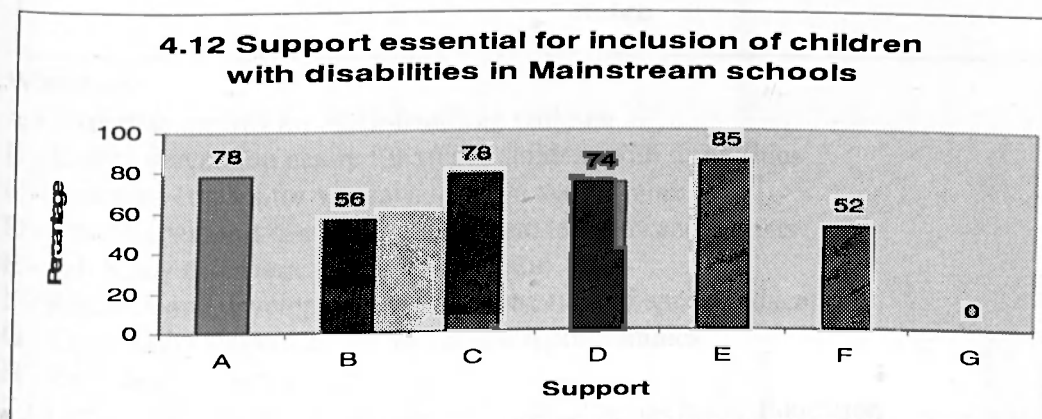
When it was asked what strategies they would use to cope up above mentioned challenges, they came out with different ideas. Graph in exhibit 4.11 shows their diverse opinion about the issue. 81% respondent felt that 'Getting help from assistant teacher' and 'Using appropriate teaching methods' are the best strategies to face the challenge of including children with disabilities in mainstream class. It was followed by peer group learning. Two-third of the population believed that self reliance is also a good strategy and it is good to acquire special skills to be effective in the class (Refer table 11 in Annexure VII).



Whereas-

- A - Acquiring special skills
- B - Getting help from assistant teacher
- C - Use of additional resources
- D - Using appropriate teaching methods
- E - Promoting peer group interaction and learning
- F - Getting outside help from specialist teacher(s) and/or counselor
- G - Regular cooperation with parents

*Exhibit 4.12* gives idea about the support essential for providing education to children with disabilities in mainstream schools. 85% respondents opined that 'Counseling services' are the most essential support to provide education to children with disabilities. it is followed by 'Special skills acquired by mainstream teachers' and 'Using special equipments' in the classrooms (both 78%). Adaptation in teaching learning material also came out as a significant factor. More than half of the population also considered in-service training and visit to successful programmes as the essential factors (*Refer table 12 in Annexure VII*).

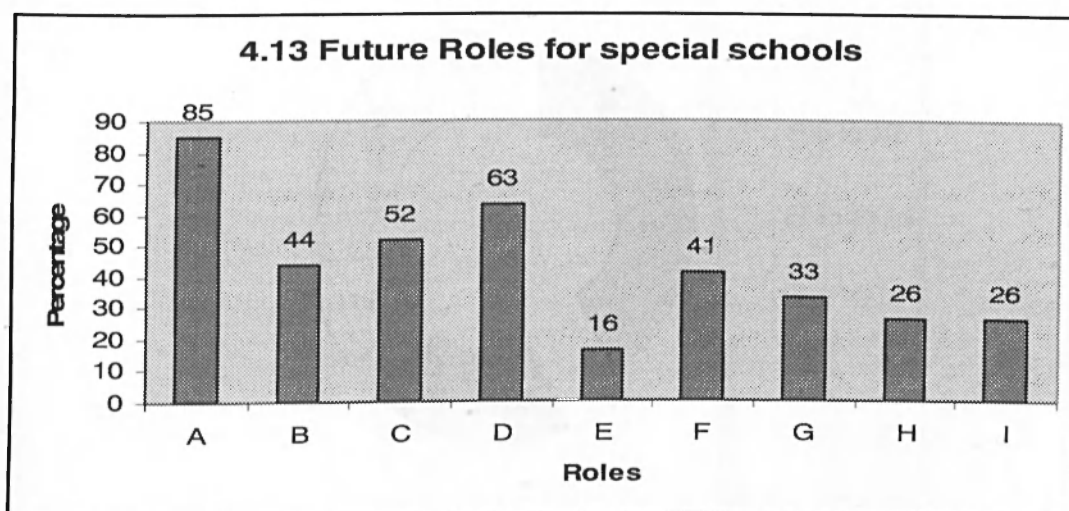




Whereas –

- A - Special skills to mainstream teachers
- B - Ongoing in-service training to the mainstream teachers
- C - Use of special equipments
- D - Adapted teaching learning material
- E - Counseling services
- F - Exchange visits to other similar programmes
- G - Other, please specify

When it came to suggest the roles for special schools in promoting inclusive education, one can see a diversify picture shown in **exhibit 4.13**. Majority of them said that best role is to work as 'Expertise centres for multi-handicap children'. 63% respondent opined that special schools can play an effective role in training and support for mainstream schools teachers as well as parents. More than half were of opinion that special schools should work as resource centres for special needs training to children with disabilities. there were some other opinions about the possible future roles for special schools like; 'Early intervention centre for young children with disabilities', 'Research and development centre in the field of special education', 'Community support centre for outreach programmes' etc (Refer table 13 in Annexure VII).



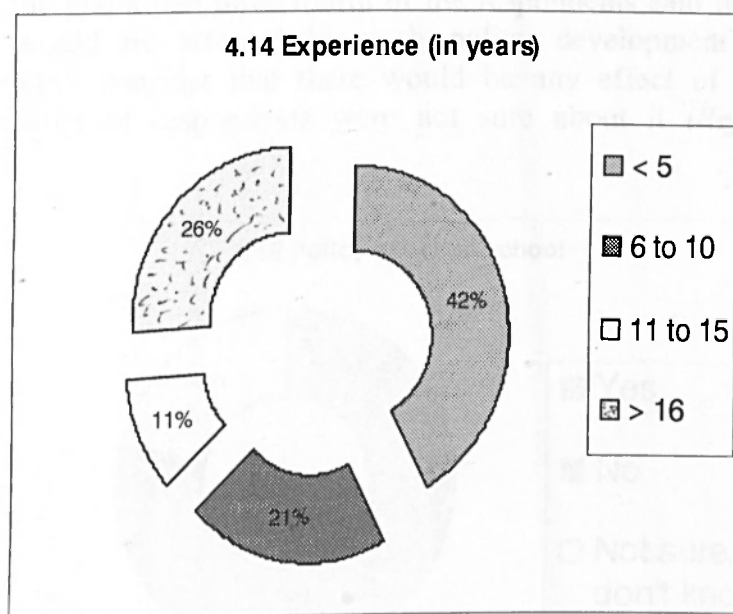
Whereas –

- A - Expertise centres for multi-handicap children
- B - Early intervention centre for young children with disabilities
- C - Resource centres for special education needs training
- D - Training/support centre for mainstream teachers and parents
- E - Advocacy and awareness creation centre
- F - Research and development centre in the field of special education
- G - Community support centre for outreach programmes
- H - Providing support services
- I - Partners with mainstream schools in promoting Inclusive Education

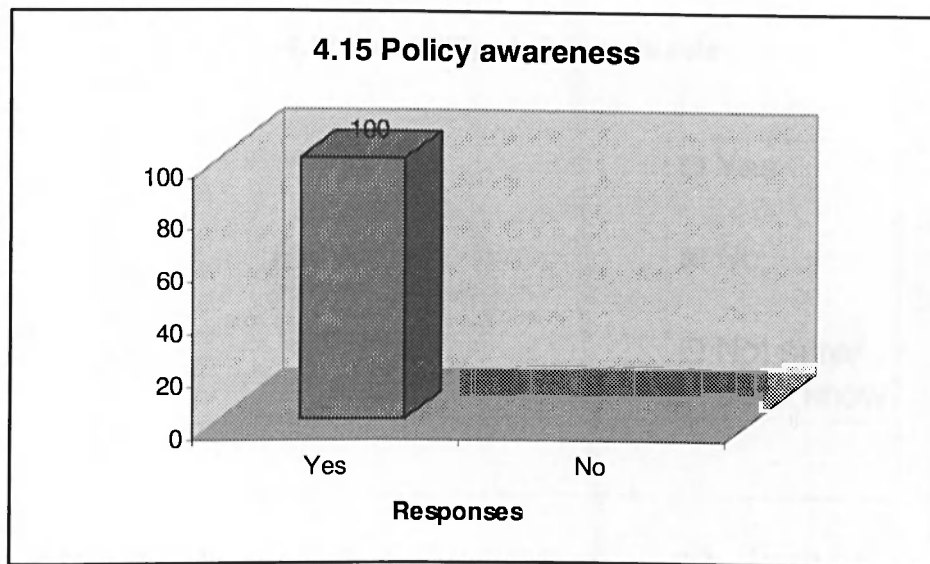
### 4.3 FACT-FINDING FROM SPECIAL SCHOOLS TEACHERS' RESPONSES

Researcher selected a sample of 20 teachers from special schools. After explaining the idea and aim of the study, he distributed questionnaires among them. Out of 20, only 19 teachers responded back with filled questionnaires. So, the final analysis is based on the number of questionnaires received.

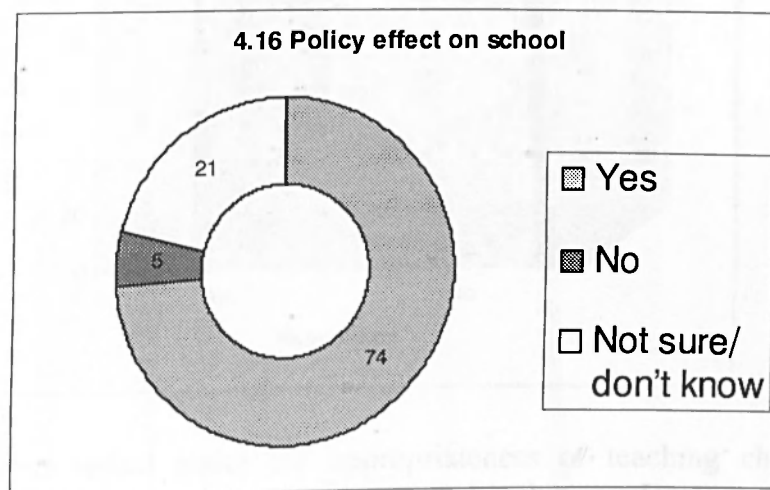
**Exhibit 4.14** shows the percentage distribution of the experience of the respondents. It is clear from the graph that 42% respondents were having less than five years of teaching experience, where as 21% respondents had 6-10 years of experience. There were 11% respondents had 11-15 years of experience and rest had more than 16 years of experience. It was a good mix of new comers and experienced ones. This implies that the there is no extreme distribution of the respondents with respect to their teaching experience (*Refer table 1 in AnnexureVIII*).



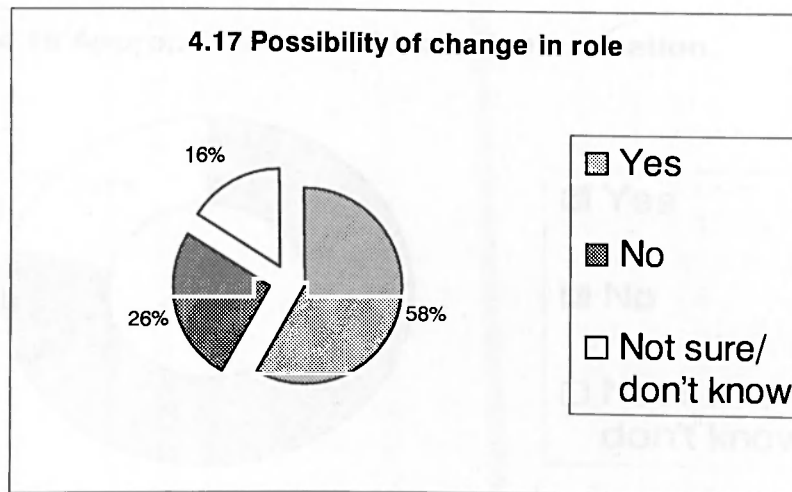
**Exhibit 4.15** shows the policy awareness of teachers from special schools. They were asked whether they were aware of recent changes in education policy (in Czech Republic) related to inclusion; all responded affirmatively, which shows their concern about the issue (*Refer table 2 in AnnexureVIII*).



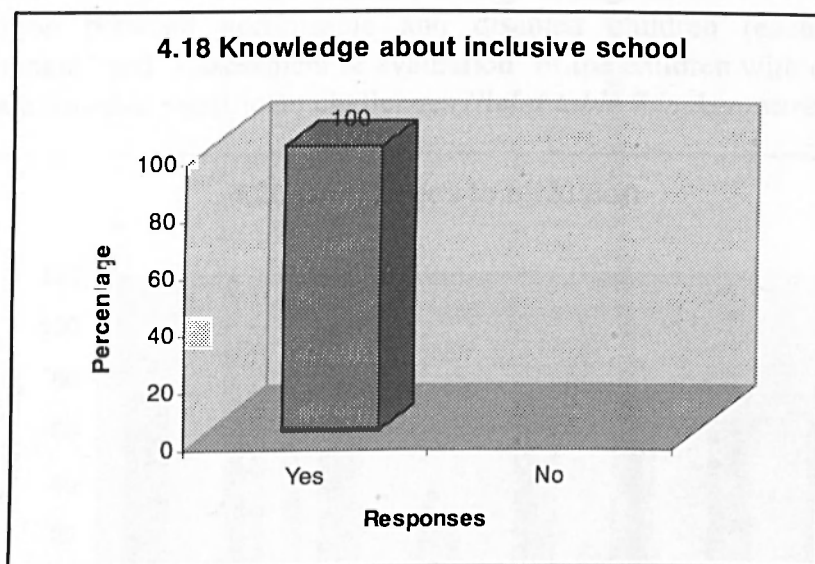
*Exhibit 4.16* tells about the opinion of those who said yes to previous question. It is clear from the graph that three-fourth of the respondents said that their school environment would be affected by such policy development whereas, 5% respondents didn't consider that there would be any effect of this policy. A significant number of respondents were not sure about it (*Refer table 3 in AnnexureVIII*).



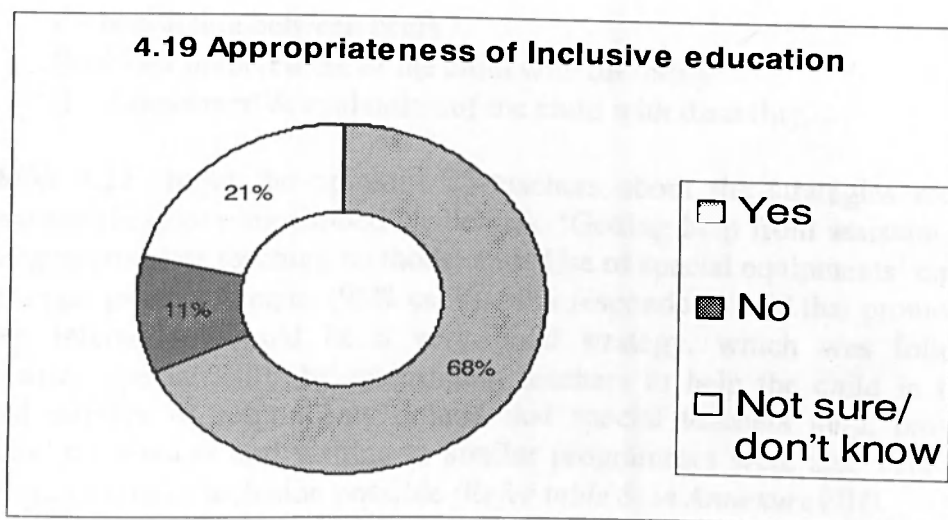
When they were asked about the any possible change in their roles in future, more than half responded positively, whereas one-fourth of the given population did not see any change in their roles. Still there were few respondents, who didn't know about this change (*Refer table 4 in AnnexureVIII*).



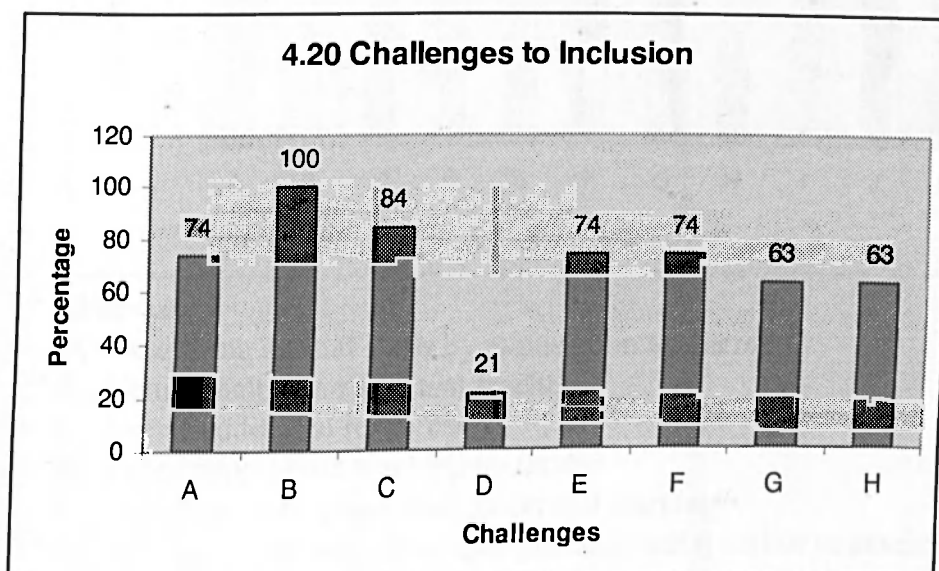
**Exhibit 4.18** tells about whether teachers from special schools knew about children with disabilities getting education in mainstream schools. All of them said yes (*Refer table 5 in Annexure VIII*).



When they were asked about the appropriateness of teaching children with disabilities in mainstream schools, 68% accepted inclusive education as a mean of educating children with disabilities. However, 11% responded with negative answer; whereas, 21% were not sure about appropriateness of this system (*Refer table 6 in Annexure VIII*).



**Exhibit 4.20** shows about the challenges of inclusion. It is clear from the graph that use of appropriate teaching methods would be the greatest challenge. 84% of respondents showed their concern for 'Physical environment of the school', which was followed by Teachers attitude, sitting arrangement in the class and peer interaction between non-disable and disabled children (each 74%). 'Class involvement' and 'Assessment & evaluation' of the children with disabilities were also mentioned as significant challenges (*Refer table 7 in Annexure VIII*).

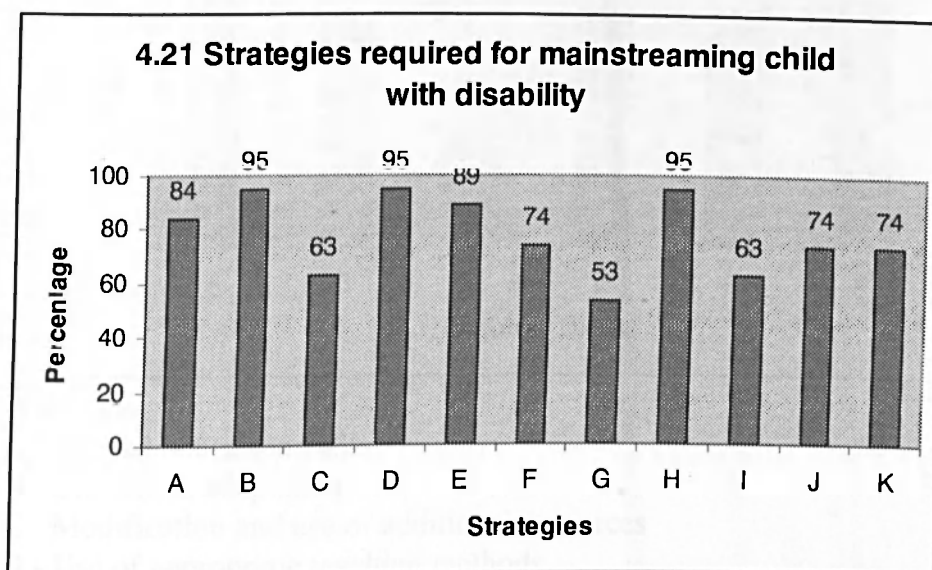


Whereas-

- A - Teachers attitude
- B - Teaching methods
- C - Physical environment of the school
- D - Effective curriculum transaction
- E - Sitting arrangement of children

- F - Interaction between peers
- G - Class involvement of the child with disability
- H - Assessment & evaluation of the child with disability

**Exhibit 4.21** shows the opinions of teachers about the strategies required to overcome the above mentioned challenges. 'Getting help from assistant teacher', 'Using appropriate teaching methods' and 'Use of special equipments' emerged as most appropriate strategies (95% each). 89% respondents said that promoting peer group interaction would be a very good strategy, which was followed by 'acquiring special skills by mainstream teachers to help the child in the class. Equal number of respondents opined that special teachers help, provision of counseling services and visiting to similar programmes were also very effective strategies to make inclusion possible (*Refer table 8 in Annexure VIII*).

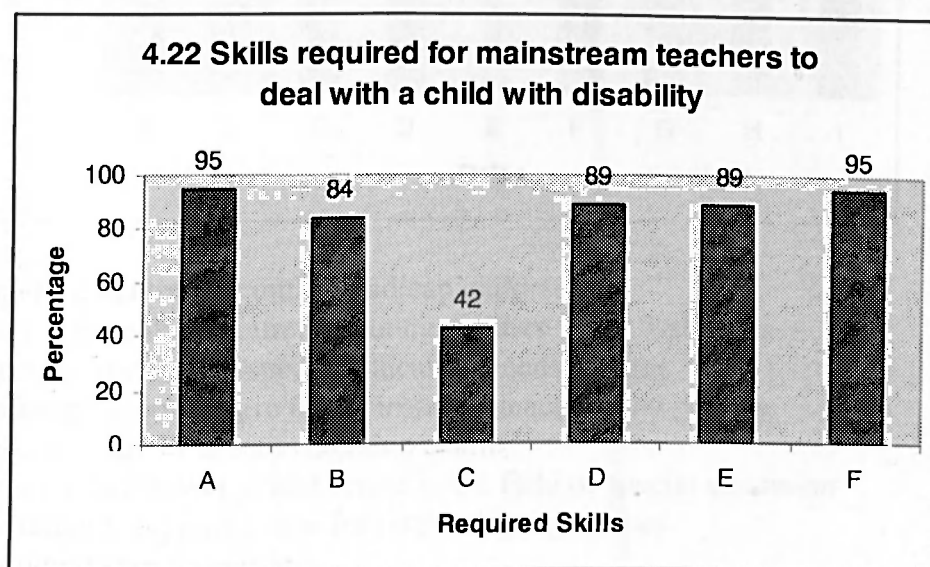


Whereas-

- A - Acquiring special skills by mainstream teachers
- B - Getting help from assistant teacher
- C - Use of additional resources
- D - Using appropriate teaching methods
- E - Promoting peer group interaction and learning
- F - Getting outside help from specialist teacher(s) and/or counselor
- G - Ongoing in-service training to the mainstream teachers
- H - Use of special equipments
- I - Adapted teaching learning material
- J - Counseling services
- K - Exchange visits to other similar programmes



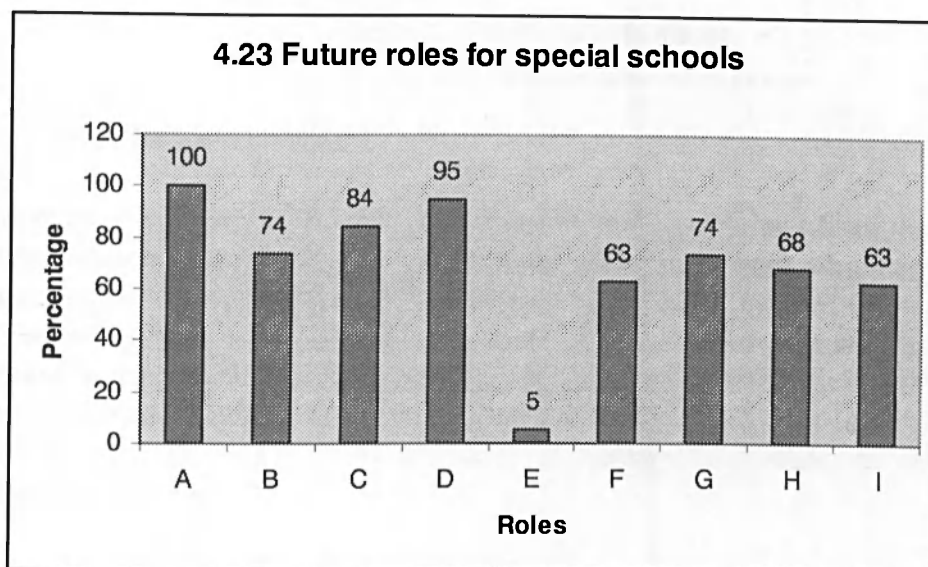
when they were asked about the skills required by mainstream teachers to help the children with disabilities in the class; there were quite clear distinction. 95% of respondents were agreed that special education skills and coordination with special teachers are foremost skills required to perform this task, whereas 89% opined that use of appropriate teaching methods and promoting peer group learning were also very essential. There were 84% respondents, who said that mainstream teachers should also know about what are the right classroom adaptations (*Refer table 9 in AnnexureVIII*).



Whereas-

- A - Special education skills
- B - Classroom adaptation
- C - Modification and use of additional resources
- D - Use of appropriate teaching methods
- E - Promoting peer group interaction and learning
- F - Coordination with specialist teacher(s) and/or counselor

When it came to suggest the roles for special schools in promoting inclusive education, they were having diversified opinion, which is clear from *exhibit 4.23*. All of them said that best role is to work as 'Expertise centres for multi-handicap children', which was followed by training and support for mainstream schools teachers. 84% were agreed about the role of resource centres for special needs training. Similar number of respondents (74%) opined that it would be better if special schools work as early intervention centres and outreach centre to provide training for children in remote areas (*Refer table 10 in AnnexureVIII*).



Whereas –

- A - Expertise centres for multi-handicap children
- B - Early intervention centre for young children with disabilities
- C - Resource centres for special education needs training
- D - Training/support centre for mainstream teachers and parents
- E - Advocacy and awareness creation centre
- F - Research and development centre in the field of special education
- G - Community support centre for outreach programmes
- H - Providing support services
- I - Partners with mainstream schools in promoting Inclusive Education

#### 4.4 CONCLUDING REMARKS

There are quite interesting findings from the questionnaires collected from respondents. There are many revelations from these findings. Here one can get the idea about how teachers from both the systems felt about this growing phenomenon of inclusive education. At the same time, there are some lessons regarding what roles special schools can play in this context. For deeper insight and further analysis it is time to go to next chapter.

## *Chapter Five – Evaluation*

### **5.1 INTRODUCTION**

The purpose of this section is to reflect on the results obtained from the two sets of questionnaires and to draw out issues pertinent to the themes which emerged from literature review. Researcher will further consider about in what ways and to what extent it has been a successful piece of work. First of all, researcher will further discuss and compare the findings obtained in chapter four from both the groups (teachers from special schools and mainstream schools). At the same time, he will evaluate and interpret the results of his inquiry in context of the literature mentioned in chapter 2.

### **5.2 INSIGHT AND IMPLICATIONS**

Both the groups were well balanced in terms of teaching experience as there was no extreme value assigned to any category. Further, they were having different backgrounds like Urban and Rural, Male and Female etc. It shows a good mix of new and experienced thoughts with rich background. One can imply they were true representatives, who could give a balanced picture for the study. However, researcher feels that, being a small scale research study, one should be careful in generalising the findings (See table 1 in annexure VII and VIII).

After looking at the responses to question 1 and 2 in questionnaire for teachers from mainstream schools; it was found that those who replied to question 2 affirmatively were from all the categories mentioned in question 1 (See table 1 & 2 in annexure VII). It may be an issue for further study whether there is a relationship between teachers' experience and their attitude towards inclusive education. This also implies for special school teachers group (See table 1 & 2 in annexure VIII).

A significant number of respondents from both the groups saw inclusive education as a possible mean to educate children with disabilities (Refer table-2 in annexure VII and table -6 in annexure VIII). Teachers' attitude and involvement is a crucial factor in successful inclusion (Miles 2002). One can imply that teaching fraternity across both the systems is affirmative to this idea, which is a positive sign for inclusive education. If we look back to the literature, it can be implied that they are thinking on same line with the international community, where every second policy document talks about this concept (CIDA 2004; European Disability Forum 2002; OECD 2005; UNESCO 2005)

Again, if we go further, it is clear that some of those who said 'yes' to inclusive education were never dealt with children with disabilities in their classes (refer to table-2 and table-4 in annexure VII). If this is a representative sample, then one can say that it is a welcoming development. In case of Czech Republic, it is a good sign where special education has a long history and inclusion is in its early stages (Ministry of Education, Youth and Sports 2004).

One can notice a significant characteristic of education system of Czech Republic while going through the table 5 (in annexure VII). It shows a marriage between the two systems namely special schools and mainstream schools. It is visible that 87% of teachers, who dealt with children with disabilities in mainstream schools, were getting outside support. International studies are favouring this development and showing the advantages of it, where one is having expertise and other is accessible for all (DfES 2000; EURYDICE 2006; Mani 2001). Time is not far when both the systems would be having a joint initiative for a common cause of educating all within the community.

When it came to policy awareness about inclusion, special schools teachers were much ahead from their counterparts from mainstream schools. All teachers from special schools said that they know about the recent change in the education policy, whereas only 63% teachers from mainstream schools came with positive reply (refer table-2 in annexure VIII and table-7 in annexure VII). Further, when they were asked about whether there would be any impact of these changes on school environment; about half of the population from mainstream schools said yes, whereas almost three-fourth from special schools came with affirmative answers. It can be implied that teachers from special schools are very much concerned about this development and perceived it as a change agent for their school environment (refer table – 8 in annexure VII and table – 3 in annexure VIII). If we look back to the literature concerning inclusion, it is mentioned that mainstream schools and special schools have to change their outlook in the given context of inclusive education and appropriate policy always affects the system of education (UNESCO 2005; Miles 2002).

There are many challenges to inclusive education. When teachers from both the groups were asked about it, there were quite interesting revelations. 'Teachers' attitude', 'Sitting arrangement of the children in the class', 'Interaction between peers' and 'Class involvement of the child with disability' were emerged as significant challenges from both sides. Surprisingly, teachers from special schools and mainstream schools contradicted in considering significance of 'Teaching methods', 'Physical environment of the school' and 'Assessment & evaluation of the child with disability' (Refer table- 10 in annexure VII and table -7 in Annexure VIII).

When they were asked about the strategies for mainstreaming children with disabilities; both group mentioned the significance of 'Special education skills for mainstream school teacher', 'Use of appropriate teaching methods in the class', 'Peer group interaction and learning' and 'Coordination with specialist teacher(s) and/or counselor' for effective inclusion of child with disability in mainstream class. It matches with the findings of previous studies (Mani 2003; Miles 2002).

In the field of special education, there is a growing demand for inclusive education (UNESCO 2005; MILES 2002; OECD 2005; OECD 1999; UNESCO 1999). Recent developments in the field are suggesting that the role of special schools should change accordingly (Mani 2001; DfES 2000; European Disability Forum 2002). Both groups of respondents also reflected on this issue. They equally suggested that special schools could possibly play different roles to promote inclusion of children with disabilities; which includes like working as 'Expertise centres for multi-handicap children', 'Early intervention centre for young children with disabilities', 'Resource centres for special education needs training' and 'Training/support centre for mainstream teachers and parents'. Majority of the teachers from special schools also favoured some more possibilities like working as 'Research and development centre in the field of special education', 'Community support centre for outreach programmes', 'Providing support services' and 'Partners with mainstream schools in promoting Inclusive Education'; however teachers from mainstream schools did not favour these roles strongly. It implies that there is a greater need for active involvement of both the systems; so that there would be a better understanding and both systems can play an effective role in promoting inclusive education.

### 5.3 REFLECTION

In this chapter, there are many interesting points came in to light. While comparing both groups' responses, it is interesting to go beyond and look deeper to get new ideas. Many a time there was a similar trend and sometimes they contradict each other. In the context of literature review, one could further trace the similarities and contradictions. After evaluation, it is time for conclusion.



## Chapter Six – Conclusion

### 6.1 INTRODUCTION

After writing up a whole report, is there any need for conclusion chapter. Think of a classical symphony (in a musical concert), which typically ends with a fast movement to take up the whole symphony to new level and stimulate listeners. Likewise, final chapter in the report should stimulate readers about how you got stimulated and have done it (Silverman 2000). Here, I will discuss about my interest for the study, methodological concern, learning from this study and implications for future.

### 6.2 MY OWN REFLECTION ON THIS RESEARCH STUDY

The subject of the study grew out of my personal interest. I have completed some small scale research projects in my previous masters' degree as well as profession. Truly speaking, this work has taught a great deal of research methodology and systematic enquiry. As a true reflective practitioner, I must admit that I have never before attempted to design and conduct a study such as this. This study gave me a greater insight and valuable information in the field of special education. It also increases my interest for further exploration. The responses received from teachers of special and mainstream school and informal discussion during the visit to schools, have given me a deeper insight into the education system of Czech Republic. Having completed this study I now have a much wider understanding of the issues in the field of special education, challenges to inclusive education and possible roles of special schools in promoting inclusive education. As I am actively involved in the field, I feel that this study would help me to place in a much better position to work with children with disabilities in inclusive setup.

Study was started with the aim of exploring the roles for special schools in promoting inclusive education, and I do feel that the work has proved valuable in achieving this objective. However, one should be honest to acknowledge that the small scale of the study may have a bearing on the findings. *The literature review* was a useful basis to start one's own research before plunging in to actual field work. It was because of two reasons; first, it organised and clarified different areas of the problem in hand by putting more light and further to help researcher in deciding the focus of the study. During this phase, I learnt many new things. First of them is concept of inclusion and inclusive education. Professionals and practitioners are not sharing a similar note. It is more of contextual meaning rather than internationally accepted single definition. Same thing applies for the practices in the field of special education and particularly in inclusive education context.



*The methodology* used did provide useful data with minimal bias. There were many interesting findings for future. However, there is always a scope for improvement. Given the opportunity to do the survey again, I would like to add more open ended questions to get personal opinion about and deeper insight in to the subjects. Again, it would have been ideal to have piloted the questionnaire before the actual data collection. This could have helped in the final research and the questionnaires would have had fewer 'gaps of understanding questions.

*The analysis* has shown clearly that the respondents in this research were having a good understanding of subject and gave clear opinion. It is fair enough to say that my own skills as a research designer and data analyst improved during the process of the study. Initially, I found it difficult to analyse, and found myself simply in a state of recalling the data. However, once the process of actual analysis began and themes started emerging, I found it easy to work on it further. *The evaluation* has helped the researcher to go further in analysing the data in contextual background of literature review. It revealed many new implications and showed way for further work.

### 6.3 IMPLICATION FOR FUTURE

This study was started with a note on roles for special schools in promoting inclusive education. The outcomes of the study will help special schools as well as mainstream schools to understand the needs of both sides and then preparing for close cooperation to make inclusion a reality. It gave a scope for special schools teachers and mainstream schools teachers to express themselves and their needs. While conduction research, I personally feel that sometimes it is lack of information which becomes a barrier to inclusion. If both the systems have greater interaction and cooperation between them, there would be less challenges towards inclusion or inclusive education.

It was quite prominent form the literature review that we don't have common understanding of some of the very important concept. Inclusive education is one of those ideas. Everybody has some or other ideas concerning inclusive education but many a times they differ. I feel that, first we need to develop a common understanding of this idea and develop some common principles or guidelines or code of conduct. There should be some similarities in inclusive education programme. We need to conduct further research on this topic.

During literature review stage, a theme emerged about 'challenges to inclusive education'. If I get opportunity, I would like to take it further, so that I can get deeper insight in to it. It was not my initial intention to draw up recommendations for special schools as it was more of developing one's own ideological base. However, it would be a good piece of work for referring the subject. I simply see

this study as a starting point which could be taken on board and developed further, by myself or the others.

#### **6.4 CONCLUSION**

Education is a dynamic field and one can see the necessity for change in this field. Concept and practices of special education is changing, therefore special schools have to adapt to the situation and develop themselves in such a manner, so that they can remain be focus and can contribute to the field.

I must admit that I had few preconceived ideas about the results of this research. However this study has, to a certain extent, successfully created a deeper impact on me and challenged some of preconceived notions.

Finally, it is difficult for me to say how much I have enjoyed conducting this research study. I have found it a challenging, exciting and rewarding experience, which contributed to my personal development and refined me as professional in the field of special education.

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- statement of the problem OK

- hypotheses

- anticipated outcomes

- hypothesis

conclusion + recommendations

embrace

- there are many

- a significant number

- there are some

→ significant number

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- policy → role of sp. sch. - Europe

- India

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conducting research

## **Annexures**

### **Annexure – I**

#### **Letter of request for schools**

Dear Dr./ Mr./ Ms.

Greetings!

I am pleased to inform you that I am an International student at Pedagogic faculty, Charles University, Prague and pursuing my masters in Special Education Needs. Currently, I am doing my dissertation in Prague. My topic is 'Role of Special Schools in Promoting Inclusive Education: Views of Teachers from special and Mainstream schools in Czech Republic'.

It is a known fact that Inclusive Education is a big issue in today's debate in education world and every one is talking about it. Being in the education system, you and your staff would also be having an opinion about Inclusive Education and challenges related to it. For the purpose of my study, I need to distribute questionnaires among the teachers of your school to collect their ideas about my topic. I got your contact details from my faculty.

I am starting my data collection process from next week. Will you please be kind enough to spare some time and allow me to come and distribute questionnaires to the teachers in your school. I will also send you the questionnaire via mail (in English and in Czech) after getting your consent.

Hope to hear from you positively. I am enclosing the letter from my faculty as attachment.

Thanking you in anticipation.

With kind regards,

Pramod Kumar Gupta,  
Erasmus Mundus MA (Special Education Needs) student,  
Department for Special Education,  
Faculty of Education,  
Charles University,  
Prague.

Annexure-II



**UNIVERZITA KARLOVA V PRAZE**  
**PEDAGOGICKÁ FAKULTA**

oddělení pro zahraniční a vnější vztahy

M. D. Rettigové 4, 116 39 Praha 1

Česká republika

Tel.: 00420 221 900 237 Tel./Fax: 00420 224 947 782

nada.kvasnickova@pedf.cuni.cz

V Praze dne 25.5.2006

Vážená paní ředitelko,  
Vážený pane řediteli,

dovoluji si Vás požádat o přijetí našeho studenta pana Pramoda Gupty z Indie ve vaší škole či zařízení. Pan Pramod Gupta je zapsán do mezinárodního programu Erasmus/Mundus, který je hrazen z prostředků Evropské Unie a probíhá společně na třech univerzitách – Roehampton University London, Anglie, Fontys University Tilburg, Holandsko a na pražské Univerzitě Karlově. Pedagogická fakulta je přijímající organizací. Studijní program je zaměřen na oblast speciální pedagogiky – týká se vzdělávání jedinců se speciálními vzdělávacími potřebami a jejich integrace.

Jmenovaný připravuje závěrečnou práci, kterou bude koncem srpna t.r. na naší fakultě obhajovat. Návštěva vaší školy/vašeho zařízení, rozhovor s Vámi, příp. s vašimi učiteli, žáky či studenty je součástí sběru dat, které by byly v práci použity a zpracovány podle stejných pravidel, jimiž se řídí i čeští studenti.

Budete-li požadovat podrobnější informace, ráda Vám je poskytnu. Předem děkuji za Vaši vstřícnost a spolupráci.

Doc. PhDr.  
proděkan pro zahraniční a vnější vztahy

**UNIVERZITA KARLOVA V PRAZE**  
**PEDAGOGICKÁ FAKULTA**

odd. pro zahraniční styky  
116 39 Praha 1, M.D. Rettigové 4

(1)

### **Annexure – III**

#### **Questionnaire for teachers of mainstream schools**

##### **‘Role of special schools in promoting inclusive education’**

Dear respondent, this study aims at exploring the futuristic roles for special schools in promoting inclusive education. I need your cooperation in completing my study. You are requested to fill this form with interest. I promise you that these data would be used for the sole purpose of my study and not for any other reason. Please, place a (✓) against the answers you choose.

1. How long have you been in teaching profession?  
i) <5 years      ii) 6-10 years      iii) 11-15 years      iv) >16 years
2. Is it possible to include children with disabilities in mainstream schools?  
i) Yes      ii) No      iii) Not sure/ don't know
3. Do you see the necessity and/or chance of your organisation to get involved in the educational process of children with disabilities?  
i) Yes      ii) No      iii) Not sure/ don't know
4. Do you have a child with disability in your class?  
i) Yes      ii) No
5. If yes, do you get outside support to assist children with disabilities?  
i) Yes      ii) No
6. If yes, then from whom, please specify?  
i) Pedagogic psychology centre(s)  
ii) NGO(s)  
iii) Special school(s)  
iv) Any other, please specify
7. Do you know about the recent changes in education policy (in Czech Republic) related to inclusion of children with disabilities in mainstream schools?  
i) Yes      ii) No



8. Is it going to affect your school environment?

i) Yes            ii) No            iii) Not sure/ don't know

9. (If yes, then) what areas, do you think, would be affected most? (please ✓ three most affected areas)

[     ]	Teachers attitude
[     ]	Teaching methods
[     ]	School curriculum
[     ]	Physical environment of the school
[     ]	Classroom management
[     ]	Assessment & evaluation methods
[     ]	Others, please specify

10. (In case there is a child with disability in your class), what problems/challenges would you be facing in your class? (✓ as many as you think appropriate)

[     ]	Use of appropriate teaching method(s)
[     ]	Effective curriculum transaction
[     ]	Arrangement of physical environment in the class
[     ]	Sitting arrangement of children
[     ]	Interaction between peers
[     ]	Class involvement of the child with disability
[     ]	Assessment & evaluation of the child with disability
[     ]	Others, please specify

11. What strategies would you use to help the children with disabilities in your class? (✓ as many as you think appropriate)

[     ]	Acquiring special skills
[     ]	Getting help from assistant teacher
[     ]	Use of additional resources
[     ]	Using appropriate teaching methods
[     ]	Promoting peer group interaction and learning
[     ]	Getting outside help from specialist teacher(s) and/or counselor
[     ]	Any other, please specify

12. What kind of support do you think is essential to provide education to children with disabilities in mainstream schools? (✓ as many as you think appropriate)

[     ]	Special skills to mainstream teachers
[     ]	Ongoing in-service training to the mainstream teachers
[     ]	Use of special equipments
[     ]	Adapted teaching learning material
[     ]	Counseling services

- ☐ Exchange visits to other similar programmes
- ☐ Other, please specify

13. What roles do you assume for special schools in future? (✓ as many as you think appropriate)

- ☐ Expertise centres for multi-handicap children
- ☐ Early intervention centre for young children with disabilities
- ☐ Resource centres for special education needs training
- ☐ Training/support centre for mainstream teachers and parents
- ☐ Advocacy and awareness creation centre
- ☐ Research and development centre in the field of special education
- ☐ Community support centre for outreach programmes
- ☐ Providing support services
- ☐ Partners with mainstream schools in promoting Inclusive Education
- ☐ Any other

Thank you very much for putting you time & efforts and for all your cooperation.

Pramod Kumar Gupta

## Annexure – IV

### Questionnaire for teachers of mainstream schools (Czech version)

#### Výzkum futuristických rolí speciálních škol při rozvoji inkluzivního vzdělávání

Vážený respondent, tato studie se zabývá futuristickými rolemi, které mohou speciální školy hrát při rozvoji inkluzivního vzdělávání. K tomu, abych mohl svou studii dokončit ovšem potřebuji vaši spolupráci. Prosím, vyplňte se zájmem tento formulář. Slibuji vám, že všechny vaše údaje budou použity jenom a pouze v mé studii. Prosím, udělejte (✓) u odpovědi, kterou si zvolíte.

1. Jak dlouho už učíte?  
i) méně než 5 let      ii) 6-10 let      iii) 11 – 15 let      iv) více než 16 let
2. Je možné integrovat děti s postižením do běžných škol?  
i) Ano      ii) Ne      iii) Nejsem si jist/a      Nevím
3. Vidíte nutnost nebo šanci vaší školy integrovat postižené děti do vzdělávacího procesu?  
i) Ano      ii) Ne      iii) Nevím/Nejsem si jistý
4. Máte ve své třídě dítě s postižením?  
i) Ano      ii) Ne
5. Jestliže ano, dostane se vám nějaké pomoci zvenčí?  
i) Ano      ii) Ne
6. V případě, že ano, uveďte prosím odkud?
  - a. Pedagogicko-psychologické centrum
  - b. Neziskové organizace
  - c. Zvláštní škola/y
  - d. Jinde, prosím uveďte kde
7. Jste informován/a o nejnovějších změnách v koncepci vzdělávání, která se týká inkluze postižených dětí v normálních školách?  
i) Ano      ii) Ne

8. Ovlivní to nějak vaše školní prostředí?

- i) Ano                      ii) Ne                      iii) Nejsem si jist/nevím

9. Jestliže ano, pak prosím uveďte v jakých oblastech si myslíte, že bude vliv největší? (označte prosím tři nejvíce ovlivněné oblasti)

- [     ]           Přístup učitele  
[     ]           Vyučovací metody  
[     ]           Školní osnovy  
[     ]           Fyzické prostředí školy  
[     ]           Organizace vyučování  
[     ]           Metody hodnocení a vyhodnocování  
[     ]           Další oblasti, prosím uveďte jaké

10. V případě, že máte ve třídě dítě s postižením, jaké problémy/obtížné situace jste musel/a ve třídě řešit ? (✓ zaškrtněte všechny možnosti, které považujete za důležité)

- [     ]           Užití odpovídajících výukových metod  
[     ]           Učinný postup v osnovách  
[     ]           Změna vzhledu třídy  
[     ]           Uspořádání, jak děti sedí ve třídě  
[     ]           Interakce mezi spolužáky  
[     ]           Účast dítěte s postižením ve třídě  
[     ]           Hodnocení a vyhodnocování dítěte s postižením  
[     ]           V dalších oblastech, prosím uveďte v jakých

11. Jakých strategií byste použili, abyste pomohli postiženým dětem ve vaší třídě? (✓ zaškrtněte všechny možnosti, které považujete za důležité)

- [     ]           Získat speciální dovednosti  
[     ]           Pomoc asistenta učitele  
[     ]           Použil/a bych další zdroje  
[     ]           Požití vhodných vyučovacích metod

- ☐ Podporou interakce spolužáků a vzdělávání
- ☐ Získáním pomoci zvenku od specializovaných učitelů
- ☐ Nějakým dalším způsobem, prosím, uveďte jakým

12. Jaký druh pomoci a podpory je podle vašeho názoru potřebné poskytovat dětem s postižením v běžných školách? (✓ zaškrtněte všechny možnosti, které považujete za důležité)

- ☐ Speciální dovednosti pro učitele v běžné škole
- ☐ Průběžné vzdělávání během praxe pro učitele v běžných školách
- ☐ Používání speciálních zařízení/pomůcek
- ☐ Úprava vzdělávacích materiálů
- ☐ Poradenské služby
- ☐ výměnné návštěvy v jiných podobných programech
- ☐ Další možnosti, prosím, uveďte jaké

13. Jakou roli předpokládáte budou mít speciální školy v budoucnosti? (✓ zaškrtněte všechny možnosti, které považujete za důležité)

- ☐ Odborná centra pro děti s kombinovaným postižením
- ☐ Centra ranné intervence pro malé děti s postižením
- ☐ Informační centra pro vzdělávání speciálních pedagogů
- ☐ Výcvikové/pomocné centrum pro vzdělávání učitelů v běžných školách a rodičů
- ☐ Právní a vzdělávací centrum
- ☐ Výzkumné a rozvojové centrum v oblasti speciálního vzdělávání
- ☐ Veřejné centrum s mimoškolními programy
- ☐ Centrum poskytující pomocné služby
- ☐ Partneři běžných škol poskytujících inkluzivní vzdělávání
- ☐ Jakákoliv další možnost

Děkuji vám za vaši pomoc, čas a laskavost, s kterými jste mi pomohli v mé vědecké práci- Pramod Kumar Gupta

## Annexure – V

### Questionnaire for teachers of special schools

#### 'Role of special schools in promoting inclusive education'

Dear respondent, this study aims at exploring the futuristic roles for special schools in promoting inclusive education. I need your cooperation in completing my study. You are requested to fill this form with interest. I promise you that these data would be used for the sole purpose of my study and not for any other reason. Please, place a (✓) against the answers you choose.

1. How long have you been in teaching profession?  
i) <5 years    ii) 6-10 years    iii) 11-15 years    iv) >16 years
2. Do you know about the recent changes in education policy (in Czech Republic) related to inclusion of children with disabilities in mainstream schools?  
i) Yes    ii) No
3. Is it going to affect your school environment?  
i) Yes    ii) No    iii) Not sure/ don't know
4. Do you see any change in your role in future?  
i) Yes    ii) No    iii) Not sure/ don't know
5. Do you know a child with disability in mainstream school?  
i) Yes    ii) No
6. Is it appropriate to teach children with disabilities in mainstream schools?  
i) Yes    ii) No    iii) Not sure/ don't know
7. What would be the challenges of including children with disabilities in mainstream schools?

- |         |  |
|---------|--|
| [     ] | Teachers attitude                                    |
| [     ] | Teaching methods                                     |
| [     ] | School curriculum                                    |
| [     ] | Physical environment of the school                   |
| [     ] | Effective curriculum transaction                     |
| [     ] | Sitting arrangement of children                      |
| [     ] | Interaction between peers                            |
| [     ] | Class involvement of the child with disability       |
| [     ] | Assessment & evaluation of the child with disability |
| [     ] | Others, please specify                               |



8. What strategies are required to overcome these challenges?

- ☐ Acquiring special skills by mainstream teachers
- ☐ Getting help from assistant teacher
- ☐ Use of additional resources
- ☐ Using appropriate teaching methods
- ☐ Promoting peer group interaction and learning
- ☐ Getting outside help from specialist teacher(s) and/or counselor
- ☐ Ongoing in-service training to the mainstream teachers
- ☐ Use of special equipments
- ☐ Adapted teaching learning material
- ☐ Counseling services
- ☐ Exchange visits to other similar programmes
- ☐ Any other, please specify

9. What skills do you think a mainstream teacher needs to help the children with disabilities in mainstream class? (✓ as many as you think appropriate)

- ☐ Special education skills
- ☐ Classroom adaptation
- ☐ Modification and use of additional resources
- ☐ Use of appropriate teaching methods
- ☐ Promoting peer group interaction and learning
- ☐ Coordination with specialist teacher(s) and/or counselor
- ☐ Any other, please specify

10. What roles do you assume for special schools in future? (✓ as many as you think appropriate)

- ☐ Expertise centres for multi-handicap children
- ☐ Early intervention centre for young children with disabilities
- ☐ Resource centres for special education needs training
- ☐ Training/support centre for mainstream teachers and parents
- ☐ Advocacy and awareness creation centre
- ☐ Research and development centre in the field of special education
- ☐ Community support centre for outreach programmes
- ☐ Providing support services
- ☐ Partners with mainstream schools in promoting Inclusive Education
- ☐ Any other, please specify

Thank you very much for putting you time & efforts and for all your cooperation.

Pramod Kumar Gupta

## **Annexure – VI**

### **Questionnaire for teachers of special schools (Czech version)**

#### **Zkoumáme role speciálních škol v budoucnosti při zavádění inkluzivního vzdělávání**

Vážený respondent, tato studie se zabývá futuristickými rolemi, které mohou speciální školy hrát při rozvoji inkluzivního vzdělávání. K tomu, abych mohl svou studii dokončit ovšem potřebuji vaši spolupráci. Prosím, vyplňte se zájmem tento formulář. Slibuji vám, že všechny vaše údaje budou použity jenom a pouze v mé studii. Prosím, udělejte (✓) u odpovědi, kterou si zvolíte.

1. Jak dlouho už učíte?  
i) méně než 5 let      ii) 6-10 let      iii) 11 – 15 let      iv) více než 16 let
2. Jste informován/a o nejnovějších změnách ve vzdělávací politice ČR?  
i) Ano ii) Ne
3. Ovlivní tyto změny nějak vaše školní prostředí?  
i) Ano ii) Ne iii) Nejsem si jist/jista Nevím
4. Vidíte v budoucnosti nějakou změnu ve Vaší roli?  
i) Ano ii) /Ne iii) Nejsem si jist/jista Nevím
5. Znáte nějaké dítě s postižením v běžné škole?  
i) Ano ii) Ne
6. Je vhodné, aby dítě s postižením chodilo do běžné školy?  
i) Ano ii) Ne iii) Nejsem si jist/jista Nevím
7. Které obtíže by se vyskytly při inkluzi postižených dětí do běžné třídy? (Označte všechny možnosti ✓)

- ☐ ☐ Přístup učitelů
- ☐ ☐ Metody výuky
- ☐ ☐ Školní osnovy
- ☐ ☐ Prostředí školy
- ☐ ☐ Účinná změna osnov
- ☐ ☐ Uspořádání jak děti sedí
- ☐ ☐ Interakce mezi dětmi
- ☐ ☐ Zapojení dítěte s postižením do třídy
- ☐ ☐ Hodnocení žáka s postižením
- ☐ ☐ Další možnosti, prosím uveďte jaké

8. Jaké strategie můžeme použít, abychom zvládli tyto obtíže? (Označte všechny možnosti ✓)

- ☐ ☐ Získat speciální dovednosti
- ☐ ☐ Pomoc asistenta učitele
- ☐ ☐ Užití dalších zdrojů pomoci
- ☐ ☐ Použití vhodných metod výuky
- ☐ ☐ Podporou interakce spolužáků a/při výuce
- ☐ ☐ Získáním pomoci zvenku a to speciálního pedagoga a/nebo poradce
- ☐ ☐ Nepřesávajícím školením v průběhu výuky pro učitele v běžné škole
- ☐ ☐ Použitím zvláštního vybavení
- ☐ ☐ Úpravou výukových materiálů
- ☐ ☐ Poradenskými službami
- ☐ ☐ Organizací výměnných návštěv v podobných programech
- ☐ ☐ Nějakými dalšími způsoby, prosím uveďte podrobněji

9. Které dovednosti myslíte potřebuje učitel v běžné škole k tomu, aby mohl pomáhat dětem s postižením v běžné třídě?(Označte všechny možnosti ✓)

- ☐ Dovednosti speciálního pedagoga
- ☐ Úpravy ve třídě
- ☐ Modifikaci a užívání dalších zdrojů
- ☐ Používání odpovídajících výkových metod
- ☐ Podporování interakce spolužáků a při učení
- ☐ Koordinace se speciálním pedagogem a/nebo s poradcem
- ☐ Někjaké další možnosti, uveďte prosím jaké

10. Jaké role se domníváte budou hrát speciální školy v budoucnosti? (Žaškrtněte všechny možnosti ✓)

- ☐ Odborná centra pro děti k kombinovaným postižením
- ☐ Centrum rané intervence pro malé děti s postižením
- ☐ Vzdělávací centrum pro studenty speciální pedagogiky
- ☐ Školící/Pomocné centrum pro učitele/rodiče v běžných školách
- ☐ Centrum advokacie a informovanosti
- ☐ Centrum výzkumu a vývoje v oblasti speciální pedagogiky
- ☐ Komunitní centrum pomoci s programy pro veřejnost
- ☐ Pokytování pomocných služeb
- ☐ Partner běžných škol při prosazování inkluzivního vzdělávání
- ☐ Další možnosti

Děkuji vám tímto za vaše úsilí a pomoc- Pramod Kumar Gupta

## Annexure – VII

### Data tables from questionnaires for teachers of mainstream schools

Table 1 – Teaching experience of respondents from Mainstream schools

<i>Experience (in years)</i>	<b>&lt; 5</b>	<b>6-10</b>	<b>11-15</b>	<b>&gt; 16</b>	<b>Total</b>
<i>No. of respondents</i>	3	8	6	10	27
<i>%</i>	11	30	22	37	

Table 2 – Possibility to include children with disabilities in mainstream schools

<i>Possibility for inclusion</i>	<b>Yes</b>	<b>No</b>	<b>Not sure/ Don't know</b>	<b>Total</b>
<i>No. of respondents</i>	19	0	8	27
<i>%</i>	70	0	30	

Table 3 – Necessity for school to get involved in the education of children with disabilities

<i>Necessity for change</i>	<b>Yes</b>	<b>No</b>	<b>Not sure/ Don't know</b>	<b>Total</b>
<i>No. of respondents</i>	17	3	7	27
<i>%</i>	63	11	26	

Table 4 – Having a child with disability in the class

<i>Child with Disability in the class</i>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<i>No. of respondents</i>	15	12	27
<i>%</i>	56	44	

Table 5 – Getting outside support to assist children with disabilities

<i>Outside support</i>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<i>No. of respondents</i>	13	2	15
<i>%</i>	87	13	

Table 6 – Outside institutional support for including children with disabilities in Mainstream school

<i>Support from</i>	<b>No. of respondents</b>	<b>%</b>
<i>Pedagogic psychology centre</i>	12	92
<i>NGO</i>	0	0
<i>Special school</i>	4	31
<i>Any other</i>	1	8
<i>Total (multiple answers)</i>	13	

Table 7 – Knowledge about the recent changes in education policy (in Czech Republic) related to inclusion

<i>Policy Awareness</i>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<i>No. of respondents</i>	17	10	27
<i>%</i>	63	37	

Table 8 – Policy effect on school environment

<i>Policy effect on School</i>	<b>Yes</b>	<b>No</b>	<b>Not sure/ Don't know</b>	<b>Total</b>
<i>No. of respondents</i>	9	2	6	17
<i>%</i>	53	12	35	

Table 9 – Most affected areas in school education

<i>Most affected areas</i>	<b>No. of respondents</b>	<b>%</b>
<i>Teachers attitude</i>	8	89
<i>Teaching methods</i>	6	67
<i>School curriculum</i>	2	22
<i>Physical environment of the school</i>	5	56
<i>Classroom management</i>	6	67
<i>Assessment &amp; evaluation methods</i>	4	44
<i>Others, please specify</i>	0	0
<i>Total (multiple response)</i>	9	

Table 10 – Challenges of including a child with disability in mainstream class

<i>Challenges</i>	<b>No. of respondents</b>	<b>%</b>
<i>Use of appropriate teaching method(s)</i>	14	82
<i>Effective curriculum transaction</i>	4	23
<i>Arrangement of physical environment in the class</i>	3	18
<i>Sitting arrangement of children</i>	9	53
<i>Interaction between peers</i>	13	76
<i>Class involvement of the child with disability</i>	8	47
<i>Assessment &amp; evaluation of the child with disability</i>	14	82
<i>Others, please specify</i>	1	6
<i>Total (multiple response)</i>	17	

Note: 10 people didn't respond to the question

Table 11 – Strategies used by teachers to help the children with disabilities in class

<i>Strategies used to help Child with disability in the class</i>	<b>No. of respondents</b>	<b>%</b>
<i>Acquiring special skills</i>	18	67
<i>Getting help from assistant teacher</i>	22	81
<i>Use of additional resources</i>	3	11



<i>Using appropriate teaching methods</i>	22	81
<i>Promoting peer group interaction and learning</i>	21	78
<i>Getting outside help from specialist teacher(s) and/or counselor</i>	14	52
<i>Any other, please specify</i>	1	4
<i>Total (multiple response)</i>	27	

Table 12 – Kind of support essential to provide education to children with disabilities in mainstream schools

<i>Support essential for inclusion</i>	<b>No. of respondents</b>	<b>%</b>
<i>Special skills to mainstream teachers</i>	21	78
<i>Ongoing in-service training to the mainstream teachers</i>	15	56
<i>Use of special equipments</i>	21	78
<i>Adapted teaching learning material</i>	20	74
<i>Counseling services</i>	23	85
<i>Exchange visits to other similar programmes</i>	14	52
<i>Any other, please specify</i>	0	0
<i>Total (multiple response)</i>	27	

Table 13 – Future roles for special schools to promote inclusion

<i>Future roles for special schools</i>	<b>No. of respondents</b>	<b>%</b>
<i>Expertise centres for multi-handicap children</i>	23	85
<i>Early intervention centre for young children with disabilities</i>	12	44
<i>Resource centres for special education needs training</i>	14	52
<i>Training/support centre for mainstream teachers and parents</i>	17	63
<i>Advocacy and awareness creation centre</i>	5	16
<i>Research and development centre in the field of special education</i>	11	41
<i>Community support centre for outreach programmes</i>	9	33
<i>Providing support services</i>	7	26
<i>Partners with mainstream schools in promoting Inclusive Education</i>	7	26
<i>Any other, please specify</i>	0	0
<i>Total (multiple response)</i>	27	

## Annexure – VIII

### Data tables from questionnaires for teachers of special schools

Table 1 – Teaching experience of respondents from special schools

<i>Experience (in years)</i>	<b>&lt; 5</b>	<b>6 to 10</b>	<b>11 to 15</b>	<b>&gt; 16</b>	<b>Total</b>
<i>No. of respondents</i>	8	4	2	5	19
<i>%</i>	42	21	11	26	

Table 2 – Knowledge about the recent changes in education policy (in Czech Republic) related to inclusion

<b>Policy Awareness</b>	<i>Yes</i>	<i>No</i>	<i>Total</i>
<i>No. of respondents</i>	19	0	19
<i>%</i>	100	0	

Table 3 – Policy effect on school environment

<i>Policy effect on School</i>	<b>Yes</b>	<b>No</b>	<b>Not sure/ don't know</b>	<b>Total</b>
<i>No. of respondents</i>	14	1	4	19
<i>%</i>	74	5	21	

Table 4 – Perceived change in future role of special school teachers

<i>Possibility of change in role</i>	<b>Yes</b>	<b>No</b>	<b>Not sure/ don't know</b>	<b>Total</b>
<i>No. of respondents</i>	11	5	3	19
<i>%</i>	58	26	16	

Table 5 – Knowledge about education of children with disability in mainstream school

<i>Response</i>	<b>Yes</b>	<b>No</b>	<b>Total</b>
<i>No. of respondents</i>	19	0	19
<i>%</i>	100		

Table 6 – Appropriateness of teach children with disabilities in mainstream schools

<i>Appropriateness of inclusive education</i>	<b>Yes</b>	<b>No</b>	<b>Not sure/ don't know</b>	<b>Total</b>
<i>No. of respondents</i>	13	2	4	19
<i>%</i>	68	11	21	

Table 7 – Challenges of including a child with disability in mainstream class

<i>Challenges to inclusion</i>	<b>No. of respondents</b>	<b>%</b>
<i>Teachers attitude</i>	14	74
<i>Teaching methods</i>	19	100
<i>Physical environment of the school</i>	16	84
<i>Effective curriculum transaction</i>	4	21
<i>Sitting arrangement of children</i>	14	74
<i>Interaction between peers</i>	14	74
<i>Class involvement of the child with disability</i>	12	63
<i>Assessment &amp; evaluation of the child with disability</i>	12	63
<i>Others, please specify</i>	0	0
<i>Total (multiple response)</i>	19	

Table 8 – Strategies required overcoming the challenges of inclusion

<i>Strategies required</i>	<b>No. of respondents</b>	<b>%</b>
<i>Acquiring special skills by mainstream teachers</i>	16	84
<i>Getting help from assistant teacher</i>	18	95
<i>Use of additional resources</i>	12	63
<i>Using appropriate teaching methods</i>	18	95
<i>Promoting peer group interaction and learning</i>	17	89
<i>Getting help from specialist teacher(s) and/or counselor</i>	14	74
<i>Ongoing in-service training to the mainstream teachers</i>	10	53
<i>Use of special equipments</i>	18	95
<i>Adapted teaching learning material</i>	12	63
<i>Counseling services</i>	14	74
<i>Exchange visits to other similar programmes</i>	14	74
<i>Any other, please specify</i>	0	0
<i>Total (multiple response)</i>	19	

Table 9 – Skills required for mainstream teacher to help the children with disabilities in mainstream class

<i>Skills for mainstream teacher</i>	<b>No. of respondents</b>	<b>%</b>
<i>Special education skills</i>	18	95
<i>Classroom adaptation</i>	16	84
<i>Modification and use of additional resources</i>	8	42
<i>Use of appropriate teaching methods</i>	17	89
<i>Promoting peer group interaction and learning</i>	17	89
<i>Coordination with special teacher and/or counselor</i>	18	95
<i>Any other, please specify</i>	0	0
<i>Total (multiple response)</i>	19	

Table 10 – Future roles for special schools to promote inclusion

<i>Future roles for special schools</i>	<b>No. of respondents</b>	<b>%</b>
<i>Expertise centres for multi-handicap children</i>	19	100
<i>Early intervention centre for young children with disabilities</i>	14	74
<i>Resource centres for special education needs training</i>	16	84
<i>Training/support centre for mainstream teachers and parents</i>	18	95
<i>Advocacy and awareness creation centre</i>	1	5
<i>Research and development centre in the field of special education</i>	12	63
<i>Community support centre for outreach programmes</i>	14	74
<i>Providing support services</i>	13	68
<i>Partners with mainstream schools in promoting Inclusive Education</i>	12	63
<i>Any other, please specify</i>	0	0
<i>Total (multiple response)</i>	19	

# Annexure - IX

Data sheet from questionnaires for teachers from mainstream schools

Questions	1	2	3	4	5	6				7	8	9						10						11						12						13														
Respondents						a	b	c	d			a	b	c	d	e	f	g	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	a	b	c	d	e	f	g	h	i	j							
1	4	Y	Y	Y	Y	Y				Y	Y	Y	Y		Y	Y		Y	Y		Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y		Y		Y	Y			Y							
2	4	D	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y			Y	Y					Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y												
3	2	Y	Y	N						Y	Y	Y	Y	Y	Y			Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y							
4	2	Y	Y	Y	Y	Y				Y	Y	Y	Y			Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
5	4	Y	Y	Y	Y	Y	Y	Y	Y	Y	D							Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
6	4	Y	Y	Y	Y	Y	Y	Y	Y	Y	D							Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
7	4	D	N	N						N							Y										Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
8	3	D	D	N						N																	Y	Y		Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
9	4	Y	D	Y	N					N								Y							Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
10	1	Y	Y	Y	Y	Y				N									Y		Y				Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
11	3	Y	D	Y	Y	Y				N								Y			Y	Y	Y	Y			Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
12	3	Y	D	Y	Y	Y				N																Y			Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
13	2	D	N	Y	N					Y	D								Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
14	2	Y	Y	N						Y	D							Y			Y	Y				Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
15	4	Y	Y	N						Y	D							Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
16	3	D	Y	Y	Y	Y	Y	Y	Y	Y	D														Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
17	2	Y	Y	Y	Y	Y				Y	N							Y	Y			Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
18	4	D	Y	Y	Y					Y	Y	N						Y		Y	Y	Y	Y	Y	Y		Y			Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
19	2	Y	D	N						N																		Y	Y	Y					Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
20	3	D	N	N						N																Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
21	3	Y	Y	N						N																Y	Y	Y			Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
22	4	Y	Y	N						N																Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
23	4	Y	Y	Y	Y	Y				Y	Y	Y			Y	Y		Y	Y			Y	Y			Y	Y	Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
24	2	Y	Y	N						Y	Y	Y	Y	Y	Y	Y	Y								Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
25	1	Y	D	N						Y	Y	Y			Y	Y									Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
26	1	D	D	N						Y	Y	Y	Y	Y	Y										Y			Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
27	2	Y	Y	Y	Y	Y				Y	Y	Y	Y			Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	

# Annexure - X

Data sheet from questionnaires for teachers from special schools

Questions	1	2	3	4	5	6	7										8												9							10													
Respondents							a	b	c	d	e	f	g	h	i	j	a	b	c	d	e	f	g	h	i	j	k	l	a	b	c	d	e	f	g	a	b	c	d	e	f	g	h	i	j				
1	4	Y	D	D	Y	Y	Y		Y	Y	Y	Y					Y	Y	Y				Y					Y	Y	Y	Y	Y		Y	Y	Y		Y											
2	1	Y	D	N	Y	Y	Y	Y					Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y		Y	Y				
3	4	Y	Y	Y	Y	Y	Y	Y		Y								Y	Y	Y	Y		Y	Y				Y	Y			Y		Y	Y					Y									
4	1	Y	Y	D	Y	Y	Y	Y		Y		Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y				
5	1	Y	Y	D	Y	D		Y	Y	Y			Y	Y			Y	Y	Y	Y	Y		Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y				
6	1	Y	D	Y	Y	Y	Y	Y		Y		Y	Y				Y	Y		Y			Y	Y				Y	Y		Y	Y	Y	Y		Y	Y	Y	Y		Y			Y					
7	2	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y			Y	Y	Y	Y	Y	Y		Y	Y	Y		Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y					
8	4	Y	D	N	Y	D		Y		Y					Y			Y			Y			Y									Y		Y	Y		Y		Y	Y								
9	3	Y	Y	Y	Y	D	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
10	1	Y	Y	N	Y	N	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
11	2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y				Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		
12	4	Y	Y	N	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
13	1	Y	Y	Y	Y	Y	Y	Y		Y			Y	Y	Y		Y	Y	Y		Y	Y		Y	Y				Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
14	3	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
15	1	Y	Y	Y	Y	Y		Y				Y		Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y					
16	2	Y	Y	Y	Y	D	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
17	2	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	
18	1	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
19	4	Y	N	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Y	Y	Y	Y		Y	Y	Y	Y		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y